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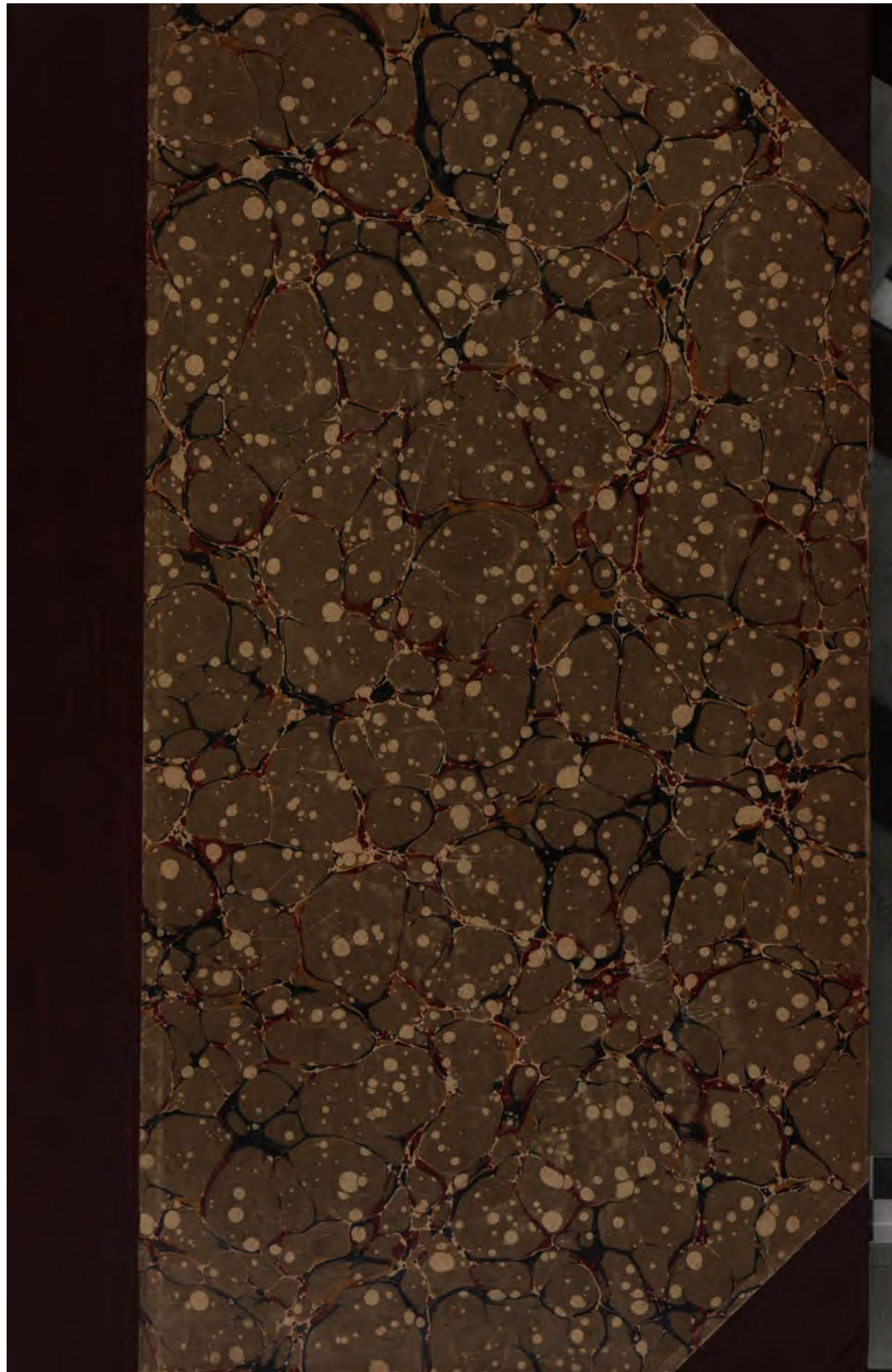
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1890.

QUEENSLAND.

# FOURTEENTH REPORT

OF THE

## SECRETARY FOR PUBLIC INSTRUCTION,

FOR THE YEAR

## 1889.

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PRESENTED TO BOTH HOUSES OF PARLIAMENT BY COMMAND.

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BRISBANE:

BY AUTHORITY: JAMES C. BEAL, GOVERNMENT PRINTER, WILLIAM STREET.

1890.

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FOURTEENTH REPORT OF THE SECRETARY FOR PUBLIC INSTRUCTION IN QUEENSLAND, BEING FOR THE YEAR ENDING 31ST DECEMBER, 1889.

To His Excellency General Sir HENRY WYLIE NORMAN, Knight Grand Cross of the Most Honourable Order of the Bath, Knight Grand Cross of the Most Distinguished Order of St. Michael and St. George, Companion of the Most Eminent Order of the Indian Empire, Governor and Commander in Chief of the Colony of Queensland and its Dependencies.

SIR,—I have the honour to submit to Your Excellency the following Report of the Department of Public Instruction for the year 1889.

GENERAL.

1. A change in the Ministerial Head of the Department occurred on the 19th day of November, 1889, when I succeeded the Honourable John Donaldson as Secretary for Public Instruction. Change of Minister.

2. The completion of the new Public Offices enabled Mr. Donaldson to transfer the Education Office from the rented premises in Adelaide Street to those vacated by the Colonial Secretary's Department in the Government buildings in William Street. This change was made during the first week in November, 1889. The premises are found to be suitable for the work of the Department. Removal of Education Office.

3. It was found expedient to separate the business connected with the Orphanages from the purely educational business of the Department proper. An account of the expenditure and operations of the Orphanage Branch is given in a separate report accompanying this. Orphanage Branch separated.

4. Previous to the year 1885 the practice of the Department was to set the principal papers of examination questions so as to allow three hours for writing down the answers. In that year the time allowed was reduced by half-an-hour, the papers set being proportionately shorter. The change was made with a view to lessen the amount of time occupied in valuing the papers. The ever increasing number of schools and the difficulty found by the inspectoral staff in overtaking the examination of all the schools made it desirable to curtail still further the time occupied by the inspectors in valuing the written papers of the examinees; and in 1889 a further step was taken in the same direction by shortening the papers set for pupil-teachers so as to allow only one hour and a-half for writing the answers. It is thought that a sufficient test of the progress of these young people in their studies can be applied in that time, which is more in accord with that given to the work in other colonies and countries where examinations of pupil-teachers are held under very similar circumstances. Shorter examination papers.

5. In the course of the year consideration was given in various quarters to proposals for the modification of the regulations of the Department, the standards of examination of teachers, and the routine of school instruction, as well as to other questions affecting the internal practical working of the Department. Early in the year the Queensland Teachers' Union submitted, as the result of a conference of teachers, recommendations involving certain changes in the administration; and in the month of March a conference of inspectors was held to consider these recommendations and many other proposals. The conference sat for eight days and dealt with 172 distinct resolutions. The opinions of the conference were duly considered by my predecessor, and in many particulars met with his approval; but, in view of the importance of not hastily making changes, and of the desirableness of making the alterations as complete and perfect as possible, he thought it advisable before proceeding to obtain full and reliable information as to the organization and working of the Education Departments in the southern colonies. With that object the General Inspector was commissioned to visit New South Wales, Victoria, and South Australia. He received full instructions in detail, with a general direction to report Proposed changes in the administration. Teachers' conference. Inspectors' conference. General Inspector's inquiries in southern colonies. freely

freely on every point worthy of observation or comment, with one definite object in view—viz., to find out how we could best further education, and what alterations could be made to improve the organization and working of the Department and the position of the teachers. He left Brisbane on the 21st of June, visited the three colonies as instructed, and returned to Brisbane on the 3rd of September. The instructions he received, and the report he furnished, are printed as an Appendix to this Report.

6. On the receipt of the General Inspector's report of his tour in the southern colonies, there were before the Department for consideration:—

- (a) The recommendations of the Royal Commission appointed to inquire into the general working of the Civil Service, and the mode of keeping the public accounts of the colony;
- (b) The recommendations of the Queensland Teachers' Union, 1889;
- (c) The recommendations of the Inspectors' Conference;
- (d) The General Inspector's report of his visit to the southern colonies.

Revising  
committee.

As soon as possible after Mr. Ewart's return a committee was appointed to review the whole subject in detail, to consider all the amendments suggested, and to submit for approval such of them as they might be able to recommend. The committee was so constituted as to include officers of large experience, both administrative and professional, as well as inspectors still in the field; and in the latter class to combine men of ripe experience in inspection with others who had been recently promoted from the teaching staff. It consisted of the Under Secretary; the General Inspector; Mr. Platt, the Senior District Inspector; and Messrs Macgroarty and Kennedy, District Inspectors. The sittings of this committee were so timed as not to interfere with the ordinary duties of its members. The conference met for the first time on the afternoon of the 12th November, 1889, and continued to sit once and sometimes twice each day till the 12th of December, when duties connected with the annual examinations interfered. The work was resumed on the 6th of January, 1890, and continued by evening sittings, held three times in the week, till the 2nd of April, 1890. The number of meetings held was sixty-six, and the number of hours spent in conference was 174. The report of the committee is now in preparation, and I hope that such of the proposed changes as are adopted will come into operation not later than the 1st of January, 1891.

I cannot allow the work undertaken by this conference to pass without comment. The members of the conference, in addition to the ordinary work of the Department, heartily and earnestly devoted very many afternoons and evenings to the questions submitted to them; and the minutes of the meetings show that each subject submitted has been fully discussed, and received most careful consideration. The minutes, which have been very carefully prepared, will undoubtedly greatly assist any Minister in the administration of this important Department.

School  
committees.

7. *School Committees.*—As a general rule the members of school committees take great interest in the schools with which they are connected. In some cases they initiate improvements of various kinds; they respond readily to any call from the Department for assistance or advice, and co-operate cordially in the carrying out of improvements to buildings and premises. I have much pleasure in acknowledging the help given by local committees in the collection of local subscriptions for improvements, in the supervision of these improvements while in progress, and in a watchful care for the school property generally.

Teachers.

8. *Teachers.*—The purely professional qualifications of the teachers in the Service are set forth in another part of this report. The reports of inspectors show that the teachers generally recognise their responsible position as educators of the rising generation. In rural districts especially they are often of great assistance to their neighbours by their advice and example, and on the whole it may fairly be said that they fill worthily the important positions to which they have been appointed.

Discipline.

9. *Discipline.*—The reports of the District Inspectors describe the discipline as ranging from *very fair* to *excellent*. Considering this verdict, and marking the very small number of complaints that reach this office from parents on the subject of excessive punishment, either corporal or by detention, I think it may be fairly assumed

assumed that the discipline in the schools is on the whole creditable. A little more direct training in good manners in all schools, and, in certain schools, the substitution of a generous and sympathetic treatment of the pupils instead of severe measures, are desirable and will doubtless be obtained in time.

10. *Instruction.*—Taking the whole range of instruction as laid down in <sup>Instruction.</sup> Schedule V. of the Regulations, the results obtained by the District Inspectors in State schools range from *fair* to *very fair*, and in Provisional schools are *nearly fair*. The work got from the several classes is becoming more even from year to year, but at present the lowest class (Class I.) and the highest class (Class V.) give somewhat higher results than the intermediate classes.

The comparative degree of success with which the several branches are taught is indicated in the following statement in which the subjects are named in the order of excellence indicated by the marks awarded by the inspectors in 1889 :—

	per cent.
Writing—over “very fair” ... ..	71·1
Composition—approaching “very fair” ... ..	65·2
Needlework—above “fair” ... ..	64·9
Written Home Exercises—above “fair” ... ..	64·8
Drill—over “fair” ... ..	61·5
Reading—over “fair” ... ..	61·4
Arithmetic—“fair” ... ..	59·7
Derivation—nearly “fair” ... ..	59·3
History—approaching “fair” ... ..	56·4
Geography—approaching “fair” ... ..	56·2
Grammar—above “moderate” ... ..	54·2
Object Lessons—above “moderate” ... ..	54·0
Domestic Economy—above “moderate” ... ..	53·5
Vocal Music—“moderate” ... ..	50·6
Mechanics—approaching “moderate” ... ..	46·6

The characteristics of the teaching in each of these branches are fully set forth in the several reports of the District Inspectors appended to this Report.

Considering the satisfactory average professional qualifications of the teaching staff, the good buildings, furniture, and apparatus provided, and the searching periodical inspections, there is every reason to look for work equal in quality to that done in primary schools elsewhere; and the general popularity of the State schools with all classes of the community, the success of our Grammar School Scholarship boys in public examinations, and the opinions of competent judges acquainted with schools in other colonies and countries, all tend to the conclusion that the primary education of the colony is proceeding satisfactory.

11. *Parents.*—The complaints that reach the office from parents, either <sup>Parents.</sup> directly or through the visiting inspectors, are very few. They generally relate to matters of discipline or to the lack of progress made by their children. All such complaints are closely inquired into, and, if necessary, an investigation is made on the spot by an officer of the Department.

Although it is certain that the parents value the schools, there is no doubt that they could do much more than they do at present to forward the education of their children. They should see that their children attend as regularly as possible, even though it costs themselves a little self-denial. They should heartily second and support the teacher’s authority and influence over their children in school and on their way to and from school, and co-operate with him in all that he does for the education of the children, and especially in his efforts to train them to habits of self-control, industry, respect for public and private property, and regard for the feelings of others.

12. *Compulsory Education.*—“*The Education Act of 1875*” provides that <sup>Compulsory education.</sup> the compulsory clauses shall be in force in such parts or districts only of the colony as the Governor in Council shall from time to time notify by proclamation. No Minister has yet seen fit to recommend the application of these clauses. It is difficult to ascertain the facts on which compulsion must rely, and an error in giving effect to these clauses “might render the administration of the law odious”—to use the phrase of Sir John Robertson in his report as Minister for Public Instruction in New South Wales in 1881.

The

The clauses as framed apply only to children between the ages of six and twelve who are not educated up to the standard of admission to the Fourth Class; who are living within two miles of a school, and who are not attending 60 days in a half-year of about 112 days—that is, a little more than half the school time; who are not being efficiently instructed in any other way; and who are not prevented by sickness.

It is not an easy matter to ascertain the number of children to whom the whole of these conditions apply, but this must be done at regular periods—twice a year at least—in order to move with any certainty.

At each inspection of a school the teacher is required to give, if possible, the number of children *in his district* between the ages of *five* and *thirteen* whose education is wholly or partially neglected. This number will, of course, be greater than the number affected by the Act, in which the distance limit is two miles and the age from 6 to 12. In 1889, 573 children were returned as totally neglected, and 4,407 as failing to attend the *minimum* number of days required by the Act. But many teachers of town schools say they are unable to ascertain the facts and give no return, so that the totals give no certain data on which to rely for a conclusion.

The records of the census of the colony, taken on the 1st of May, 1886, give the number of children in the colony of statute age receiving no education as 1,101, most of whom live in districts in which schools are from necessity few and far between.

From the Report of the Minister for Public Instruction in Victoria for 1887-88, the following figures are taken referring to the year 1887, the last for which all the statistics are at hand.

Percentage of average attendance to net enrolment:—

In New South Wales	...	...	...	...	57·81
„ Queensland	...	...	...	...	64·1
„ South Australia	...	...	...	...	63·07
„ Victoria	...	...	...	...	64·16

These figures show that in Queensland, where the compulsory clauses are not enforced, 64·1 out of every 100 children would be present on any given day, while in New South Wales, where compulsion is in force, only 57·81 out of 100 children would be present. This points to a greater regularity in the attendance in Queensland, though, of course, it does not touch the question of enrolment.

The experience of New South Wales in applying compulsion is instructive but not encouraging. In July, 1887, after six years' trial, it was decided to abolish the school attendance branch, and to reduce the number of attendance officers from 51 to 26, thereby effecting a saving of nearly £7,000 in salaries, and a considerable amount in travelling expenses. In 1888 the number of attendance officers was further reduced by five. The duty of reporting defaulters now rests with the teachers in most cases, who report to the District Inspectors, by whom action is taken. In the Report for 1888 this plan is said to be working "tolerably well," but the Minister adds, "The efforts of the Department's officers to bring neglectful parents to punishment are to a great extent rendered nugatory because of the many loopholes for escape afforded by the defects in the law," and proceeds to point out these defects.

The conditions surrounding this question in Queensland are so similar to those in New South Wales that there is little to encourage us to hope for more success in applying compulsion than the older colony has had.

The Conference of Teachers held in January, 1889, resolved, "That it is expedient that the compulsory clauses of the Education Act be put in force." The Conference of Inspectors held in March, 1889, passed the following resolution:—"That it is expedient to make education compulsory in Queensland," holding, however, that the clauses of the present Act do not go far enough, and, if applied, would at best enforce only an irregular attendance.

Till the necessity for the application of the compulsory clauses is more certainly established, and till it is shown that the benefit such application would confer warrants the sacrifices it entails, it seems to me right to defer a step which is sure to bring with it grave difficulties of administration.

13. *Charters Towers Grammar School Scholarship*.—In November, 1888, an application was made to the Department by the Day Dawn P.C. Gold Mining Company, Charters Towers, for leave to break the surface of a portion of the boys' school

school reserve at Charters Towers. My predecessor granted the application on condition that the Company paid to the Department the sum of £1,000, to be used for founding a Grammar school scholarship at Charters Towers boys' school. The condition was accepted by the Company, the sum of £1,000 was paid, and a Grammar school scholarship established, of the value of £50, to be competed for annually by the boys attending the State school at Charters Towers. The money has been placed to the Minister's credit at fixed deposit in the Queensland National Bank. I have made regulations which provide that the examination will be the same as for State scholarships, and payment will be made to the holder of the scholarship in equal amounts at the end of each of two successive years, or, in the case of a boy who wins a State scholarship, at the end of three successive years. The scholarship for the year 1890 has been awarded to the holder of a State school scholarship who is attending the Rockhampton Grammar School.

14. *Transfer of Ex-pupil Teachers.*—In the case of pupil-teachers of both sexes, the practice of the Department has always been to employ them in schools near to their homes until the end of their course; but, until lately, ex-pupil teachers of both sexes who had obtained classification were, when necessary, transferred to places where they could be employed with advantage to the service. These transfers, especially in the case of female assistants, were regarded with much repugnance, and became a frequent source of complaint; and since I took office the practice has been to leave female ex-pupil teachers in schools near their homes, unless they desire a transfer; and, as opportunity offers, to transfer those serving away from the homes of their parents to schools near these homes. Transfer of ex-pupil teachers.

15. *Teachers from Great Britain.*—During the year there arrived in the colony two trained and certificated teachers, who had been sent out from Great Britain by the Agent-General at the request of the Department made in 1888. They are married men, and are now in charge of schools. Teachers from Great Britain.

Since its establishment in April, 1876, the Department has received through the Agent-General 161 teachers, selected in Great Britain for the Queensland service. In view of the increasing supply of colonial teachers, and the proposed arrangements for their higher training, there is now reason to hope that for the future the schools can be efficiently staffed from within the service. For the present it is not intended to engage teachers in Britain.

16. *Schools Opened in 1889.*—Fifteen new State school buildings were opened during the year 1889. Of these eight superseded Provisional schools previously existing at Hermitage, Kilkivan, Lowood, Ma Ma Creek, Pittsworth, Wallangarra, Warra, and Yeppoon. The other seven are at Milton, Indooroopilly, Laidley North, Roadvale, Caboolture North, Glenmore, and Homebush. Schools opened

Twenty-seven Provisional schools were opened in new localities, and four Provisional schools which had been closed were re-opened at Boyne River, Cape Bowling Green, Norwell, and Rosalie Plains.

Two State schools (Capalaba and Samford) were reduced to the status of Provisional schools on account of insufficient attendance.

The overgrown State school for girls and infants at Charters Towers was divided into two departments—one for girls and one for infants.

In Table G, appended to this Report, will be found a list of all the schools opened during 1889, with particulars respecting the cost of the State schools.

17. *School Buildings in Progress.*—Pursuant to action initiated in 1887 or in 1888, tenders were invited for new State school buildings at Charters Towers (Boys), Gomorron, Kangaroo Point (Girls), Mount Kent, Irvinebank, Bundaberg South (Girls and Infants), Croydon, Boulia, Spring Valley, Townsville (Girls and Infants), and Urangan. New schools in progress.

18. *New Schools Initiated.*—Apart from the schools actually opened during the year 1889, as given in Table G—fifteen State and thirty-three Provisional—applications were received and dealt with. New schools initiated in 1889

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Provisional schools at H

of insufficient attendance. The necessary action preliminary to the establishment of a school was in progress but not complete at the end of the year in the case of nine applications for State and eighteen for Provisional schools.

A list of the schools applied for with further particulars respecting them will be found in Table H, appended to this report.

Additions to  
State schools.

19. During the year important additions were made to existing schools at Blackall, Brisbane Central (Girls), Bundaberg, Charleville, Charters Towers, Condamine, Coorparoo, Eton, Fortitude Valley, Hughenden, Kangaroo Point, Kelvin Grove Road, Killarney, Marburg, Mount Morgan, Newtown, Petrie Terrace, Ravenswood, Rockhampton, South Brisbane, Tambo, Toowoomba, Townsville, Waterford, and Winton. A list of important additions and repairs, either completed or in progress at the end of 1889, will be found in Table I, appended to this Report.

There was more than usual activity in the erection of new schools and in making additions to existing schools, and 23,685 square feet of floor space were added to the accommodation in State schools during 1889, against 7,765 square feet added in 1888. The attendance of pupils was not so regular as in 1888, but it was more regular than in any year previous to that year.

Appointments of  
Teachers in 1889.

20. Fresh appointments of teachers were avoided whenever it was possible to meet requirements by the transfer of teachers, who could be spared from other schools; so that with an increase of 1,546 pupils in average attendance (from 38,926 to 40,472), there was an increase of only 12 in the number of teachers employed—from 1,480 to 1,492.

Pending a complete revisal of the Regulations of the Department, now in progress, no important changes were introduced in administering the Education Act during 1889. Reference to some changes made early in 1890, and to some of the principal alterations proposed under the revised Regulations will be found in a subsequent part of this Report (par. 80 and onwards).

#### SCHOOLS IN OPERATION IN 1889.

Number of  
schools.

21. At the close of the year 1889 there were in operation 579 schools—322 State and 257 Provisional—showing an increase for the year of 35 schools—14 State and 21 Provisional. The total number of schools or distinct departments of schools open during the whole or some part of the year was 584.

When the Department succeeded the Board of Education and commenced its operations in 1876 the State schools numbered 155 and the Provisional schools 42; that is, about 21·3 per cent. of the schools were Provisional. At the close of 1889, of the whole number of schools 44·4 per cent. were Provisional.

Half-time  
schools.

22. Of half-time schools there were only six in operation at the end of the year. Four were open on alternate weeks and two on alternate half-days. There were, however, 20 other schools in which the average attendance was below the minimum required by the Act for a full-time Provisional school. Each of these was in operation during the ordinary school hours, but the salaries paid to the teachers were less than those paid to the teachers of ordinary Provisional schools.

Accommoda-  
tion.

23. The accommodation in State schools was increased by additions to existing schools and by new schools to the extent of 23,685 square feet of floor space. At the end of the year the total amount of floor space in the State schools was 367,455 square feet, exclusive of verandahs. Allowing 10 square feet to each child this gives accommodation for 36,745 children. The average attendance for the year (in State schools) was 35,243, so that there was accommodation in the State schools for 1,502 more pupils than were in average attendance. The total amount of floor space in the Provisional schools was also in excess of the requirements.

Extension.

24. The ground covered by the Department's operations is extending year by year, and it is interesting to note that amongst the schools opened during the year 1889 is one at Boulia, about 200 miles west from Winton and about 120 miles from the eastern border of South Australia. Schools have been in existence for some time at Thargomindah, Windorah, Cloncurry, and Burketown.

Tables A, B,  
and C.

25. Tables A, B, and C, appended to this Report, give further particulars respecting the schools in operation. Table A shows the growth of the Department by giving for each year since it was established the number of schools, the number of

of teachers, the attendance of pupils, and the expenditure on buildings and in salaries to teachers. Table B compares the number of schools of each kind in operation in 1889 with the corresponding number for the previous year. In Table C will be found the name of every school in operation during 1889, with particulars respecting its attendance, teaching staff, and the expenditure on it during the year.

#### ATTENDANCE OF CHILDREN.

26. For the year 1889 the *gross* enrolment was 71,687; the *multiple* enrolments amounted to 9,340; and the net enrolment—that is to say, the number of distinct children who attended the schools of the Department during the year—was 62,347. This net enrolment shows an increase of 3,609 on that of the previous year.

The multiple enrolments—that is to say, enrolments of the same pupil in more than one school—amounted to 13·03 per cent. of the gross enrolment. The ratio was 13·5 for the years 1887 and 1888.

27. The average daily attendance was 40,472. This average is the sum of the quotients of the total number of attendances in the schools severally divided by the number of days on which the schools were open respectively.

The increase in the average daily attendance over that of 1888 was 1,546.

As a measure of regularity it may be noted that the average daily attendance amounts to 64·91 per cent. of the net enrolment. The attendance was less regular than in 1888, when the corresponding percentage was 66·27.

28. Of the increase in the gross annual enrolment, 2,524 names are on the rolls of State schools and 1,245 on those of Provisional schools. Of the increase in the average daily attendance, 1,076 children attended State schools and 470 attended Provisional schools.

29. The mean quarterly enrolment was 55,860, the increase for the year being 2,591.

30. Of the pupils enrolled, the boys formed 52·4 per cent. and the girls 47·6 per cent. Of the pupils in average daily attendance, the boys amounted to 52·9 per cent. and the girls to 47·1 per cent. These ratios are almost identical with those of previous years.

31. Of the children who attended school during the year, 66 per cent. were of statute age—that is, between six and twelve years of age, and therefore subject to the compulsory clauses of “*The Education Act of 1875.*” The percentage of pupils under six years of age was 14·5, and the percentage of pupils over twelve years of age was 19·5. These percentages differ but very slightly from those of the previous year.

32. The number of children between the ages of five and thirteen who were reported as residing within two miles of a school but receiving no education was 573. This is a decrease of 88 on the number returned last year.

33. The number of children reported as attending school at a less rate than 120 days throughout the school year of 225 days was 4,407. This is a decrease of 346 on the number returned last year.

#### CLASSIFICATION OF PUPILS.

34. In Class I. the enrolment at the end of the year was 23,099, being 42·34 per cent. of the whole. The average age of the children was 7·06 years. The average proficiency of the pupils in this class, expressed as a percentage, was 64·1, or *above fair*, in State schools, and 56·6, or *approaching fair*, in Provisional schools. In 1888 the corresponding percentages were 63·3 for State and 55·4 for Provisional schools.

35. In Class II. the enrolment at the end of the year was 17,305, being 31·71 per cent. of the whole. The average age of the children was 10·01 years. The average proficiency of the pupils in this class, expressed as a percentage, was 62·1, or *over fair*, in State schools, and 55·9, or *approaching fair*, in Provisional schools. In 1888 the corresponding percentages were 63 for State and 56 for Provisional schools.

36. In Class III. the enrolment at the end of the year was 8,847, being 16·21 per cent. of the whole. The average age of the children was 12·02 years. The average proficiency of the pupils in this class, expressed as a percentage, was 62·2, or



62·2, or *over fair*, in State schools, and 56·3, or *approaching fair*, in Provisional schools. In 1888 these percentages were 61·8 for State and 55·7 for Provisional schools.

Children who have worked through the course of study for Class III., and are ready for promotion to Class IV., are regarded as educated up to "the standard of education," and exempt from the operation of the compulsory clauses of the Education Act. They are able to read the Third Reading Book, to write a letter, to do sums in the compound rules (including Bills of Parcels and other practical problems), to parse and analyse an easy sentence, and to answer questions on the general geography of Australia and Europe, and on that of Queensland in detail. They have also had instruction in object lessons, drill, vocal music, and needlework (females), as specified in Schedule V. of the Regulations.

Class IV.

37. In Class IV. the enrolment at the end of the year was 4,715, being 8·64 per cent. of the whole. The average age of the children was 13·42 years. The average proficiency of the pupils in this class, expressed as a percentage, was 63·3, or *above fair*, in State schools, and 58·4, or *nearly fair*, in Provisional schools. In 1888 these percentages were 62·4 for State and 56·1 for Provisional schools.

Class V.

38. In Class V. the enrolment at the end of the year was 598, being 1·09 per cent. of the whole. The average age of the children was 14·9 years. The average proficiency of the pupils in this class, expressed as a percentage, was 68·1, or *nearly very fair*, in State schools, and 72·7, or *over very fair*, in one Provisional school. In 1888 the average proficiency of the pupils in the Fifth Class in State schools was 67·9.

Table E.

39. Particulars of the classification of the pupils for each of the fourteen years during which the Department has existed will be found in Table E, appended to this Report.

#### TEACHERS EMPLOYED.

Number of teachers employed.

40. The total number of teachers of all classes and ranks employed at the end of the year was 1,492. This is an increase of 12 on the corresponding number for the preceding year. Of classified teachers there was an increase of 66 and of unclassified an increase of 10; but of pupil teachers there was a decrease of 64. Of male teachers, including all ranks, there was an increase of 7, and of female teachers an increase of 5. The numbers are shown in detail in the following tabular summary, in which the *minus* sign (—), where prefixed, indicates a decrease:—

STATUS.	1889.			1888.			INCREASE OR DECREASE.		
	M.	F.	Total.	M.	F.	Total.	M.	F.	Total.
Classified ... ..	405	331	736	379	291	670	26	40	66
Unclassified ... ..	156	157	313	153	150	303	3	7	10
Pupil-teachers ... ..	137	306	443	159	348	507	—22	—42	—64
TOTALS ... ..	698	794	1,492	691	789	1,480	7	5	12

By taking the mean of the totals 1,480 and 1,492 given above, we get 1,486 as the average number of teachers employed during the whole year.

Status of teachers.

41. Of the entire teaching staff the classified teachers amounted to 49·3 per cent., the unclassified to 20·9 per cent., and the pupil teachers to 29·7 per cent. In 1888 the corresponding percentages stood thus:—Classified, 45·2; unclassified, 20·5; pupil teachers, 34·3. The percentage of pupil-teachers was at its maximum in 1886, when it stood at 39, and the percentage of classified teachers at 39·3. Notwithstanding the steady increase in the number of Provisional schools—which are mostly taught by untrained teachers—the proportion of unclassified teachers in the service has been about the same for some years past. This has arisen because in the State schools, since the year 1886, the proportion of unclassified adult teachers has steadily diminished, and that of pupil teachers has also decreased. Thus the intellectual value of the teaching staff generally has improved.

Ratio of pupils to teachers.

42. Dividing the average daily attendance of pupils, 40,472 (par. 27), by the total number of teachers employed towards the end of the year, 1,492 (par. 40), we get 27·13 as the average number of pupils to each teacher. The corresponding numbers in the five preceding years, obtained in the same way, were—26·3 in 1888,

24·01

24.01 in 1887, 23.9 in 1886, 23.9 in 1885, and 24.2 in 1884. But a more accurate estimate is obtained if we divide the average daily attendance by the *average* number of teachers employed during the year. This gives  $40,472 \div 1,486 = 27.24$  as the average number of pupils to each teacher.

Taking the State schools only, we find the average number of pupils to each teacher to be 28.9. In the Provisional schools it was 19.4.

If we divide the net annual enrolment—that is, the total number of distinct pupils under instruction during the year—by the total number of teachers employed, we get  $62,347 \div 1,497 = 41.6$  as the average number of pupils for each teacher employed.

43. The following is a comparative view of the number of teachers who were employed in State and in Provisional schools respectively during the year 1889 :—

Teachers in State and in Provisional schools.

STATUS.	In State Schools, 82.2 per cent.			[In Provisional Schools, 17.8 per cent.		
	M.	F.	Total.	M.	F.	Total.
Classified ... ..	405	331	736	16	8	24
Unclassified ... ..	15	38	53	125	111	236
Pupil-teachers ... ..	136	301	437	1	5	6*
TOTALS ... ..	556	670	1,226	142	124	266

\* Pupil-teachers were employed in the following exceptional Provisional schools, which are in charge of classified teachers :—1 male and 3 females at Thompson Estate (average attendance, 181); 1 female at Lake's Creek (average attendance, 74); 1 female at Black Jack (average attendance, 59).

CLASSIFICATION AND PROMOTION OF TEACHERS.

44. The number of classified teachers in each rank, and the number of pupil-teachers in each year of the pupil teacher's course, are shown in the condensed statement below :—

Classification of teachers.

SEX.	Classified Teachers.				Pupil Teachers.					
	Class I.	Class II.	Class III.	Total.	Fourth Class.	Third Class.	Second Class.	First Class.	On Probation.	Total.
Male ... ..	14	170	221	405	27	31	41	27	11	137
Female ... ..	1	25	305	331	89	95	57	44	21	306
TOTALS ... ..	15	195	526	736	116	126	98	71	32	443
Increase for 1889 ... ..	...	...	67	66	4	12	...	...	...	...
Decrease for 1889 ... ..	1	...	...	...	...	...	38	34	8	64

45. The total number of teachers and pupil-teachers promoted during the year was 550,—206 males and 344 females. This is a decrease of 32 on the number of promotions in 1888,—9 males and 23 females. Of these 550 promotions 409 were to a higher *class* after passing a successful examination, 114 were promotions of classified teachers to a higher *division* in the same class in recognition of meritorious work in school, and 27 were promotions from a state of probation. Comparing these numbers with the corresponding numbers for the previous year we find in the class promotions a decrease of 72, in the divisional promotions an increase of 28, and in the promotions from a state of probation an increase of 12. Particulars respecting the promotions made in 1889 appear in the following table :—

Promotion of teachers.

PROMOTIONS FROM A LOWER TO A HIGHER CLASS AFTER PASSING A SUCCESSFUL EXAMINATION.				PROMOTIONS FROM A LOWER TO A HIGHER DIVISION OF A CLASS FOR MERITORIOUS WORK IN SCHOOL.				PROMOTIONS TO CLASSIFICATION AFTER PROBATION.			
Nature of Promotion.	M.	F.	Total.	Nature of Promotion.	M.	F.	Total.	Nature of Promotion.	M.	F.	Total.
From Class II. to Class I. ...	1	0	1	From Class I. Div. 2, to Class I. Div. 1	0	0	0	From a condition of Probation to—	...	...	...
From Class III. to Class II. ...	2	2	4	From Class I. Div. 3, to Class I. Div. 2	0	0	0	Class II. Div. 2 ... ..	8	0	8
From P.T.4 or from T.T. to Class III.	33	60	93	From Class II. Div. 2, to Class II. Div. 1	6	0	6	Class II. Div. 3 ... ..	4	0	4
From P.T.3 to P.T.4 ... ..	20	71	91	From Class II. Div. 3, to Class II. Div. 2	5	3	8	Class III. Div. 1 ... ..	1	0	1
From P.T.2 to P.T.3 ... ..	33	78	111	From Class III. Div. 2, to Class III. Div. 1	14	23	37	Class III. Div. 2 ... ..	2	0	2
From P.T.1 to P.T.2 ... ..	36	43	79	From Class III. Div. 3, to Class III. Div. 2	20	43	63	Class III. Div. 3 ... ..	10	2	12
From P.T.0 to P.T.1 ... ..	6	13	19								
To the rank of T.T. ... ..	5	6	11								
TOTALS ... ..	136	273	409	TOTALS ... ..	45	69	114	TOTALS ... ..	25	2	27
Increase for 1889 ... ..	...	...	...	Increase for 1889 ... ..	...	30	30	Increase for 1889 ... ..	10	2	12
Decrease for 1889 ... ..	17	55	72	Decrease for 1889 ... ..	2	...	2	Decrease for 1889 ... ..	...	...	...



The decrease in the number of class promotions is entirely in the ranks of the pupil-teachers. There was a decrease of 70 in the number of pupil-teachers who sat for examination, and a decrease of 86 in the number who passed the examinations.

eft the service  
1 1889.

46. The number of teachers who left the service during the year 1889 was 167,—82 males and 85 females. This is an increase of 3 on the corresponding number in 1888. The tabular statement following gives the status and sex of the teachers who left during the year :—

Status.	Number of Teachers.		Total.
	Male.	Female.	
Teacher Class I. ... ..	1	0	1
" " II. ... ..	7	3	10
" " III. ... ..	14	21	35
Temporary Teacher ... ..	5	5	10
Provisional School Teacher ... ..	29	28	57
Pupil-Teacher of the Fourth Class ... ..	3	5	8
" " Third Class ... ..	4	6	10
" " Second Class ... ..	13	4	17
" " First Class ... ..	3	8	11
" on Probation ... ..	3	5	8
TOTALS ... ..	82	85	167

Of these teachers 11 were re-admitted during the year—6 males and 5 females.

Reasons for  
leaving the  
service.

47. An analysis of the reasons given for leaving the service gives the following results:—

[illegible]

## EXAMINATION OF TEACHERS.

Annual  
examination.

48. The annual general examination of teachers throughout the colony was held in December, 1889. There were 43 examining centres, of which 11 were in charge of the District Inspectors, and 32 in charge of the local Police Magistrates, assisted by school committees. The candidates for admission and the teachers examined for promotion together amounted to 956, and the number of papers written by them at the examination to 6,338. Compared with the records for 1888 these figures show a decrease of 64 in the number of examinees, and a decrease of 423 in the number of papers. This decrease is due to the smaller numbers of pupil teachers employed in 1889. The results of the examination in 1889 are shown in the following table, from which it may be seen that of all who sat about 64 per cent. passed, the percentage of passes amongst the males being 66, and amongst the females 63·1. Comparing the records with those for the previous year we find a decrease

**Passes.**

decrease of 60 in the number of passes, and that in 1888 the percentage of passes was 65·9, being 62·4 for the males and 67·4 for the females.

STATUS.	MALES.		FEMALES.		TOTAL.		INCREASE OR DECREASE ON RECORD FOR 1888.			
							Increase.		Decrease.	
	Examined.	Passed.	Examined.	Passed.	Examined.	Passed.	Examined.	Passed.	Examined.	Passed.
Pupil-Teacher of the First Class ...	96	67	180	107	276	174	31	22	...	...
"    "    Second Class ...	54	36	115	88	169	124	...	...	40	0
"    "    Third Class ...	37	32	84	67	121	99	...	...	50	46
"    "    Fourth Class ...	38	31	118	81	156	112	21	0	...	...
Temporary Teacher ...	8	5	14	8	22	13	...	...	15	6
Teacher of the Third Class ...	47	24	128	62	175	86	...	...	9	26
"    "    Second Class...	20	3	17	1	37	4	...	...	0	3
"    "    First Class ...	0	0	0	0	0	0	...	...	2	1
TOTALS ...	300	198	656	414	956	612	52	22	116	82

INSPECTION.

49. The extension of the Department's operations rendered it necessary to increase the inspecting staff, and accordingly in the beginning of the year Mr. J. A. Canny, Head Master of the State school at Townsville, was promoted to an inspectorship. Later in the year the withdrawal of the Senior District Inspector from the field to take up duty in the General Inspector's Office rendered it necessary to make another appointment, and Mr. F. C. Papi, Head Master of the Albert school, Maryborough, was added to the staff. After a trial of his new duties, Mr. Papi resigned at the end of the year, preferring the charge of a school. He has been appointed Head Master of the Boys' School at Woolloongabba, relieving Mr. W. L. Gripp, who has been appointed inspector in his stead. These gentlemen had distinguished themselves by successful work in their respective schools, and it was confidently believed that they would make good inspectors.

50. There were 10 inspectors in the field during the year. The number of detailed inspections of separate schools was 514, being 20 more than the number accomplished in the previous year. Nine schools were examined in detail a second time, and 26 second inspections were made. Fifty-four schools,—15 State and 39 Provisional—received no inspection. Of these, 31,—11 State and 20 Provisional—were in the district inspected by Mr. Kennedy, who, on the 24th October, met with an accident while on duty, which rendered him unfit for field work for some weeks. In the other districts the work of inspection was accomplished, with the exception of 4 State and 19 Provisional schools. It is hoped that by the shortening of the papers to be written at the annual examination of teachers, and by the carrying out of proposals to curtail the form of report of inspection, these officers will, for the future, be able to get earlier into the field, and to expend less time in reporting, and thus give more time to inspection.

51. In addition to the inspections recorded in the preceding paragraph, 31 Roman Catholic schools were examined once in detail, copies of the reports in full being sent to the head of the Diocese. One school not under the Department—Bowen House, Ann street, Brisbane—was similarly examined, and a copy of the report sent to the head of the school.

52. The annual general reports of the inspectors are appended.

EXPENDITURE.

53. The expenditure on Primary Education during the year 1889 was £208,747 8s. 2d. The expenditure on Grammar School and University Education was £12,412. The expenditure on Technical Education and the Museum was £3,816 1s. 3d. The details of the expenditure are given in Table K.

54. The

- (4) In all schools—State and Provisional—the cost per head all over the service, when based either on the average daily attendance or on the net enrolment, is seen to be higher than in 1888, because the attendance was not so regular as in 1888 and the total expenditure was greater.

Value of school property.

67. The value of the school property of the Department at the end of the year 1889, exclusive of the value of sites granted by the Government, was estimated at £308,880 2s. If to the actual expenditure for the year interest on this sum be added, the figures given above as the expenditure on Primary Education will be proportionately increased.

#### GRAMMAR SCHOOL SCHOLARSHIPS.

Competitors in 1889.

68. Sixty schools (including one private school) sent up 150 boys, and 24 schools sent up 35 girls to compete for Grammar school scholarships in December, 1889. Of the boys 48 and of the girls 9 were successful. The successful boys represent 26 State schools and 1 private school. The successful girls represent 8 State schools. In the previous year there were 138 boys, of whom 56 were successful, and 49 girls, of whom 8 were successful.

State scholars in Grammar Schools.

69. The total number of State scholars attending Grammar schools during the last quarter of the year 1889 was 123,—105 boys and 18 girls. They were distributed thus:—Rockhampton 4, Maryborough (boys) 10, Toowoomba 5, Ipswich S, Brisbane (girls) 18, Brisbane (boys), 78. Of the 235 boys on the roll of the Brisbane Boys' Grammar School at the end of the year, 79 or about one-third had won scholarships in the State schools.

Conduct and progress of State scholars.

70. The quarterly reports on the conduct and progress of the State scholars in the Grammar schools were satisfactory, except in the case of one boy at the Brisbane Grammar School, whose scholarship was withdrawn at the end of the second quarter on account of his irregular attendance. From the half-yearly lists of the Brisbane Boys' Grammar School, showing the order of the school and the pupils who obtained honours in December, 1889, it is seen that the State scholars take good places in that school. Forming about one-third of the whole school in point of numbers, they took over one-half of the marks of distinction conferred by the examination in December, 1889, in addition to 49 out of the 75 prizes, amongst which were the Gold and Silver Lilley medals, the Bowen prize, and Sir James Cockle's prize. Of the 4 boys from the same school who passed the Sydney Senior University Examinations, 2 had been State scholars, and of the 16 who passed the Sydney Junior University Examinations, 10 were (or had been) State scholars.

In different branches of study.

71. From the "Honour" list of the Brisbane Boys' Grammar School (December, 1889) we are able to see how the State scholars stood with reference to the several branches of instruction. In Latin they took 37 honours out of 63 awarded, and in Greek 11 honours out of 15; in French they took 9 out of 39; in German 33 out of 40; in English 29 out of 60; in Mathematics 30 out of 52; in Science 18 out of 46; in History 20 out of 42; in Geography 26 out of 47; in Conversational French 2 out of 8; and in Conversational German 6 out of 8.

#### EXHIBITIONS TO UNIVERSITIES.

Seven competitors.

72. The usual examination for Exhibitions to Universities to be awarded to pupils of Grammar schools was held in December, 1889, the papers having, as usual, been prepared by Professors of the Sydney University. Four candidates presented themselves from the Brisbane Grammar School and three from the Ipswich Grammar School. The three available Exhibitions were awarded to the competitors of highest merit. One of the Brisbane candidates stood first on the list and another second, and one from Ipswich took the third place. Of the thirty-six Exhibitions to Universities granted to the end of 1889, twenty-four were won by students who as pupils in the State schools had previously won Grammar school scholarships. Particulars of the University career of each of the holders of these Exhibitions, from the year 1878, when they were established, to the present time, are given in Table O, appended to this Report.

Table O.

#### INSTITUTIONS

## INSTITUTIONS CONNECTED WITH THE DEPARTMENT.

## ORPHANAGES.

73. *Orphanages*.—A full report by the Inspector of Orphanages of the operations of the Department in connection with the State and licensed Orphanages, and a statement of the receipts and expenditure for the year, is submitted herewith in a separate report.

This important branch receives the most careful attention of the Inspector, the Matrons at the Orphanages, the Sisters of Mercy (Nudgee), and the Ladies' Visiting Committees in the different towns where the boarding-out system has been tried—with the most beneficial results. To all of these the best thanks of the community are due.

Few of the public are aware what a great work is being carried on by the State in connection with these Orphanages, and how many orphans and neglected children are being saved from ruin and brought up to be useful men and women, taking their places in the world, and joining the ranks as good colonists.

The report is interesting as showing the continued success of the boarding-out system introduced in 1884. The applications for the children allow the Department to choose good homes for the little ones; and any complaint of ill-treatment is promptly inquired into, and, if proved, or even suspected, the child is sent to one of the other many homes available.

The children who have been hired out are also well looked after and removed if ill-treated; and habits of thrift are encouraged by the withholding of a part of the wages earned, so as to create a fund for the orphan on reaching the age of 21, till which time the savings are retained by the Minister.

The picture has its dark side, however, when we consider why so many neglected children have to be taken care of by the State. The Inspector's report shows clearly, as in previous years, that many of the children are admitted to the Orphanage because of the loss of their parents, or one of them, but in many cases it is the parents' indulgence in intoxicating liquors and the State's failure to deal with seduction as a crime which causes neglected children to be admitted into our Orphanages.

The bright side is the undoubted fact that the present system makes good men and women of those who otherwise would undoubtedly form part of the *larrikin* and criminal class. Number of State children.

## 74. Number of children at the end of 1889:—

In the Diamantina Orphanage we have	...	...	56 children.
Boarded out from the Diamantina Orphanage	...	...	301 „
In St. Vincent's Orphanage (inmates 340, boarded 22)	...	...	362 „
Inmates of Infants' Home (Brisbane)...	...	...	8 „
In the Meteor Park Orphanage	...	...	167 „
In the Rockhampton Orphanage (74 in, 15 out)	...	...	89 „
In the Townsville Orphanage	...	...	99 „
Total			1,082 „

To these must be added 301 children hired out, adopted, or apprenticed, who are no longer supported at the expense of the State, but are still under its supervision; making a total of 1,383, for whose welfare this branch of the public administration is responsible.

75. *Proposed Cottage Training Home*.—The Inspector of Orphanages has reported strongly in favour of the establishment of a Cottage Training Home, in which the girls between the ages of 12 and 13 might receive practical training in domestic duties before they are sent out from the Orphanage under contracts for hiring. Cottage training home.

It is considered that the discipline and instruction of the Orphanage should be followed by twelve months in a Cottage Training Home under a good manager, whose whole time would be devoted to instructing the girls in cookery, needlework, and such other household duties as would better qualify them to become good servants or wives.

The

The cost of the support of the children in the Home would be the same as at the Orphanage—the only additional expense would be the salary and maintenance of the manager of the Home, and the rent of a house large enough for, say, twelve girls.

I am impressed with the advisability of trying the experiment, and I propose to devote the sum of £250 to establish and continue a Cottage Training Home for inmates of the Diamantina Orphanage for two years.

#### THE MUSEUM.

Museum.

76. This institution is managed by a body of trustees, appointed by the Governor in Council, and its connection with the Education Department is little more than a monetary one. The numbers of visitors during the year were—on week-days, 63,681; on Sundays, 23,686; total, 87,367. The total cost of the institution for the year 1889 was £2,566 1s. 3d. (Table K.)

*Report for 1889.*—This has been received from the trustees, and shows beyond question that they take an active interest in the work they have undertaken, that the officers of this Branch have the welfare of the institution at heart, and that the public interest in the Museum is increasing.

The site for the new Museum has been selected, the plans of the building have been prepared, and tenders are shortly to be called for its erection.

#### PROPOSED FREE PUBLIC LIBRARY.

Free Library.

77. It is intended to establish a Free Public Library as soon as the building at present used for the Museum is available for that purpose.

#### INSTITUTION FOR THE DEAF AND DUMB AND THE BLIND.

Instructions of  
the Deaf and  
Dumb and the  
Blind.

78. In the year ending December, 1889, the Department contributed to the institution for the Deaf and Dumb and the Blind in New South Wales the sum of £465 for the education and training of many of our blind and deaf and dumb children who are sent from this colony to that institution. At present there are twelve Queensland children in the New South Wales institution.

An institution for the deaf and dumb and the blind was initiated in Queensland about six years ago, and is doing good work as an industrial school, where those who are deprived of the blessings of sight and hearing and speech are taught to take their place in the world as manufacturers of articles for general use, and to earn their own living, wholly or in part. The sum of £500 was voted last session to assist in this good work. The committee of the Queensland institution have secured a site for an industrial school and a home for adults, and now propose to establish a school for deaf and dumb or for blind children. This Department intends to assist to the extent of four-fifths of the cost of the erection of the school and also to contribute to the cost of the teaching staff.

The Department has, however, refused to contribute four-fifths of the cost of the proposed home for the children, as no authority for any such contribution is given by the Education Act.

#### GRAMMAR SCHOOLS.

Grammar  
Schools.

79. There are at present eight Grammar schools established in the colony, namely:—

The Brisbane Grammar School (Boys)  
The Brisbane Grammar School (Girls)  
The Ipswich Grammar School (Boys)  
The Toowoomba Grammar School (Boys)  
The Maryborough Grammar School (Boys)  
The Maryborough Grammar School (Girls)  
The Rockhampton Grammar School (Boys) and  
The Townsville Grammar School (Boys).

The lands upon which these schools are erected are Government grants vested in trustees.

The schools are conducted by committees appointed in part by the Government and in part by the subscribers to the building fund. In each committee four members are appointed by the Government and three by the subscribers.

The

The schools are not inspected by our School Inspectors, nor do the trustees report to the Education Department.

*Building Fund.*—The Government contribute £2 for every £1 subscribed by the public towards the erection of the school buildings, amounting to date to the sum of £54,055 5s.

*Endowment.*—The Government also pay endowments annually. The endowments for 1889 amounted to £8,250. This sum is likely to be largely increased as the colony develops. The total sum paid in endowments to Grammar schools up to the end of 1889 is £93,230 4s. 11d.

*Scholarships.*—The total amount paid to the different Grammar schools, for boys and girls holding State school scholarships, since the year 1865, when they were first granted, is £24,120 8s. 6d. Of this sum the amount paid in 1889 was £1,986 12s.

The Department has been asked to contribute towards the erection of a Girls' Grammar School in Ipswich, the sum of £1,164 18s. 6d. having been subscribed locally for that purpose.

A request has also been received from Rockhampton for the sum of £4,000 to assist in the erection of a Girls' Grammar School in that town, £2,000 having been subscribed locally towards the cost of such a school.

The Grammar Schools are being carried on satisfactorily, and the money contributed by the State allows many children to enjoy the benefit of a higher education who would otherwise be debarred from obtaining it; but in view of the large amounts being annually paid to these schools the question arises whether the time has not arrived when the State should inspect the schools to which it contributes so largely.

#### CHANGES MADE OR PROPOSED IN 1890.

80. After full consideration of the reports, resolutions, and suggestions of the Royal Commission (1888), the Conference of Inspectors (1889), the Teachers in Conference (1889 and 1890), the General Inspector, after his visit to the southern colonies (1889), and the Revising Conference (1890), it is proposed to make important changes during the present year; and I think it advisable to refer to the more important of these in this Report, instead of waiting until the middle of 1891 to inform the public what alterations the Department early in the year 1890 had decided to make. For this reason it is proposed to refer to alterations already introduced in 1890, and to foreshadow to some extent action intended to be taken during the present year.

81. *School Reserves.*—At the request of this Department, the Secretary for Public Lands has been good enough to approve of a proposal to set apart suitable sites of 5 acres for school reserves when surveying new townships, and he has instructed the Surveyor-General accordingly. I hope that, in the interests of the children, the general public will cordially assist the surveyors by suggestions as to the sites most suitable for school reserves. school reserves.

82. *Pupil-Teachers.*—The schools are being worked at too great an expense in many cases, because positions that could be well filled by pupil-teachers are held by classified assistant teachers, who, having been originally appointed as pupil-teachers and having served their time, consider they have a sort of vested right to remain in their mother schools after they have become classified teachers. Pupil-teachers.

To cause pupil-teachers to do their best, to allow of the continued introduction each year of a proportion of new pupil-teachers, and to secure the economical working of the service, the following notice has been appended to all letters of appointment to pupil-teachers since the 1st of January, 1890:—"At the end of the pupil-teachers' course your services will cease, unless it be otherwise ordered, and your further employment will depend upon your qualifications and the requirements of the service."

If the service increases sufficiently to warrant it, all the pupil-teachers who remain and pass the examinations will be employed; if not, those who do not prove themselves thoroughly competent will not continue in the service. The services of the best will be retained.

This



This course is adopted in the other colonies, and has been found to work well. Pupil-teachers have been excepted from the provisions of the Civil Service Act so that deductions are not being made from their salaries on account of superannuation.

Lessons on temperance.

83. *Temperance Lessons in Schools.*—These lessons have been introduced into all our schools, the book selected being “Dr. Richardson’s Temperance Lesson Book,” already in use in the State schools of Victoria, New Zealand, and many of the public schools in the United States of America. The subject is treated as an “object or general lesson,” and the work deals ably and fully with the component parts of alcohol and its effects on the human constitution.

Drawing.

84. *Drawing.*—This subject is in future to be taught in our schools, and the instruction will greatly assist the scholars in their technical education after leaving our schools.

Drill.

85. *Drill.*—A course of instruction for State school teachers in the new military drill and physical exercises was started at the Victoria Barracks, on the 14th April, with a view of introducing the new drill, including the physical training, into the State schools. The question has been taken up with interest by the Defence Force authorities.

The teachers in the schools in Brisbane and the suburbs, to whom the instruction was offered, readily volunteered to attend the classes in the morning and afternoon, before and after school hours, and a sufficient number attended (about 90) to allow three classes to be formed—one at the Victoria Barracks, one at Woolloongabba, and one at Fortitude Valley. The Drill Instructors teach the drill and show the teachers how to instruct the children in the exercises.

The teachers and children in and about Brisbane have taken heartily to the new drill, and I hope the teachers in other centres of population will assist the Department in extending the benefits of the new system to all parts of the colony.

Cadet corps.

The training received by the children will in itself be of the greatest benefit to them, tending to develop the physical powers of our youth, and to establish habits of prompt obedience and order amongst the pupils, but it is further proposed to follow this up by the formation of *Cadet Corps* in connection with our State schools, to consist of boys over 12 years of age, and to be called the Queensland State Schools Cadet Force.

A simple and inexpensive uniform is to be introduced, the cost to be borne (as in New South Wales) by the parents.

It is proposed to deal with the questions of the maintenance, organisation, and command of the cadet force on the same lines as those adopted in the adjoining colonies, and to establish in Brisbane at as early a date as possible a corps, to be called the First Regiment of the Queensland State School Cadet Force, the movement to be extended to the country districts as soon as practicable.

Kindergarten.

86. *Kindergarten.*—The success of the experiments in the other colonies has caused the Department to take steps to introduce the kindergarten method into the infant schools of the colony.

Arrangements have been made with Mrs. Goulden, who has successfully introduced the method into the schools of Victoria, to give a course of lessons extending over six weeks to the teachers of the schools in and around Brisbane. The teachers so instructed can introduce the lessons into some of the infant schools, and if the results are satisfactory, kindergarten lessons can be introduced into all the infant schools.

Manual training and technical education in schools.

87. *Manual Training or Technical Education in Primary Schools.*—It appears to many who have not given it serious consideration that the introduction of this subject into our schools could easily be effected, but the more the question is considered the more difficult will such a step appear.

First, our children generally leave the schools between the ages of 13 and 14—too young to do much at any trade. Then it is useless to send a carpenter, a blacksmith, or a plumber to visit the schools unless he is provided with tools and material, not only for his own use, but also for the use of his pupils. And, again, there is not sufficient room in our schools to allow them to be used as workshops.

Thus

Thus it is found that manual training is not practicable in our schools at present; but in London, and in Sydney, "public school workshops" are being established for giving manual training to the children in the higher classes. This attempt to combine technical instruction with the ordinary education given in State schools will be watched with interest by the Department, and if successful in the mother colony, the needful steps will be taken and the necessary money asked for to enable me to introduce it into our system of education.

88. *Assistance to Provisional Schools*.—For some time past it has been evident that many children in the outside districts cannot obtain any education because their parents are unable to provide a suitable building for a school and accommodation for a teacher. In such cases, where the use of a suitable building cannot be obtained, it is proposed to assist the residents to the extent of £50 when necessary to enable them to erect a Provisional school. Regulations setting forth the conditions upon which such assistance will be given are being prepared. Heretofore the Department has required the public to provide the building and furniture for a Provisional school without any assistance from the State. Aid in erecting Provisional school buildings

89. *Arbor Day*.—It is proposed to encourage the planting of our school reserves by setting apart the 1st of August as a holiday in all the schools to enable the children to plant shade trees and attend to the grounds where they are already planted. Where the school grounds are unfenced (rare, except in the case of Provisional schools), the boys will be expected to protect the trees planted by erecting guards of rough bush timber. Tree-planting.

The planting of even a few Australian fig-trees about our bush schools would make them more attractive and interesting to the parents as well as to the children, and I confidently hope the different school committees and the parents of our children will assist teachers and pupils to make "Arbor Day" a tree-planting holiday at all our schools.

In America Arbor Day is observed with much ceremony in nearly every State of the Union, and scores of thousands of trees are planted annually on that day. The following quotation from a recent issue of the New York *Tribune* is as true of Queensland as of the United States:—

"It needs no argument to prove that it will be greatly to the advantage of the rising generation to cultivate and indulge a taste for trees and flowers. Such a taste is refining and ennobling. And in this country just now there is special need to call into play all the influences which go to the formation of a public sentiment which shall stay the woodman's over-active axe, and preserve our much-needed but certainly threatened forests."

To encourage masters and pupils, each inspector will be asked to report on the state of the different school grounds, and to inquire what assistance the Department has given to the respective committees towards the improvement of the grounds. The best kept grounds, the assistance received being taken into account, will gain for one school in each Inspector's District one week's extra holiday during the year.

90. *Evening Schools*.—Applications for permission to use school-rooms for the instruction of evening classes are occasionally, but very rarely, received from teachers. No instance of what may be termed a successful night school has come under the notice of the Department. There appears to be little desire on the part of the boys and girls who leave our Primary schools to pursue their studies. They can read and write; they are unable to see how further instruction will benefit them; they prefer to spend their evenings in amusement or in occupations more congenial than serious reading. Whether anything could be done to awaken a desire for further instruction, either in town or in country, is a large and important question. It is at this point that the "Technical School" should come to our aid, as I fear the young people will not continue purely literary studies. If the committee recently formed to improve the condition of the neglected boys of the city of Brisbane ascertain that any of those boys will attend a night school, arrangements will at once be made to start one. Evening schools

91. *Public School Savings Banks*.—Enquiry will be made as to the system adopted in New South Wales in 1886 for establishing these banks in connection with the larger schools under the Department. School savings banks.

During

During the first year in New South Wales 40,000 separate pass-books were brought into use, the deposits amounted to £9,446 15s. 9d., and 2,000 of the children had accumulated at least £1 each.

The head teachers are the bankers, and the moneys are deposited by them in the nearest Post Office Savings Bank or remitted to the accountant of the Education Department in Sydney.

The best teachers are found to take an interest in this work, because of the importance of encouraging the children in self-reliance, foresight, and thrift, and they gladly undertake the work of receiving the deposits and depositing them in the local savings bank.

92. *A Special Scholarship*.—The subjects of examination for State school pupils competing for scholarships to the Grammar schools are, grammar and composition, arithmetic, and geography. With a view to encourage our boys and girls to learn all they can about our own colony, about Australia, and about the history of England, I propose to institute a special Grammar school scholarship, to be competed for annually by boys and girls who have failed to win an ordinary scholarship, but have obtained at the examination an average of at least 40 per cent. of the total marks. This scholarship will be given to the boy or girl who obtains the highest marks in a special examination in the following subjects:—

1. An essay on Queensland and its resources.
2. A map of Queensland drawn from memory, showing the position of towns with a population of over 100, the railway lines, the rivers, and the mountain ranges.
3. A short history of Australian settlement and progress.
4. English history from the commencement of the reign of King John to the present date.

The winner of the special scholarship will be entitled to the same privileges as the successful competitors for the ordinary scholarship.

93. *Training School or College*.—The question of establishing a Training College, or school for teachers, in connection with this Department, has for some time past been urged as a necessity to ensure good teachers capable of properly educating children.

The members of the Royal Commission approved of the establishment of a training school, but doubted the propriety of, at that time (1888), incurring the cost.

The General Inspector in his report, after a visit to the southern colonies, writes:—"I think we could afford to train at present 15 or 18 students per annum, and I do not think we should set out with a less amount of training than a two years' course"; and again, "The standards of the examinations for the classification of teachers in the southern colonies do not differ very greatly from ours, except where, especially in New South Wales and Victoria, the requirements reach forward to a University degree in mathematics, language, and science. Their teachers ought to be more cultured than ours considering their opportunities; but, whatever distance we are behind in the acquirements of our teachers, we shall soon make up by the establishment of a Training College with its two years of comparative leisure, in which our best ex-pupil teachers may devote themselves to the acquirement of advanced knowledge and the culture of their minds."

The Teachers' Conference in 1890 passed the following resolution:—"That the urgency for the establishment of a Training College for the further education of our pupil teachers be respectfully pressed upon the Department"; and in the report of the proceedings of the Conference the Committee append the following note to that resolution:—

"NOTE.—This was in effect a re-affirmation of a similar clause passed at the Conference of 1889. The remarks then made have lost none of their point now:—

"The teachers assembled in conference unanimously passed this resolution. The absence of a Training College deters teachers—male, and especially female—from further endeavouring to add to  
"their

“their literary attainments by additional study. The difficulties of the Second Class examination to the unassisted student are in many cases insurmountable; combined with school duties the unassisted and unguided study for the higher examinations becomes such an arduous and exacting task that many of our most promising male ex-pupil teachers, immediately on the completion of their apprenticeship, seek employment elsewhere. The present literary attainments of our pupil teachers on the completion of their training are admittedly insufficient to make them successful in the work of training others. It is a general feeling among them that in this respect they are unfavourably situated in the competition for the higher positions with the imported English teachers. In this feeling they are in accord with and have the sympathy of most of the head teachers of our large schools.’

“In addition may be mentioned the inestimable moral and social advantages that a college training confers upon a student. The Conference beg to suggest that the college be a ‘residential’ one, with a tendency to the Irish system, in which private study and professional training are deemed of equal importance, and treated as being so, more than to the English system in which private study has the greater prominence.”

The Revising Conference of 1890, by four votes to five, strongly supported the proposal to provide a Training College, or school for teachers.

Training colleges for teachers form part of the educational systems of all the important European countries, of the United States, and of New South Wales, Victoria, and South Australia. They are not attached to any of the universities. All available reports show that these training schools improve the teachers and make them more capable of imparting instruction to the young.

In New South Wales there are two training schools for teachers—one at Fort Street for males, and one at Hurlstone for females. Forty-seven students were trained in 1887 at Fort Street, and 80 at Hurlstone. These students were pupil-teachers who had successfully completed an apprenticeship of four years.

To arrive at an estimate of the cost of establishing the training schools and the annual cost to the Department, I met the members of the Revising Conference when this question and the advisability of starting the school were fully discussed. Estimated cost

A suitable building could probably be rented for £2 10s. a week. The cost of furnishing, providing books, &c., is estimated at about £400.

The expense of the staff of visiting masters would amount to about £1,500 per annum; allowances to students, £2,250; contingencies, £550; total estimated cost per annum, £4,300.

By the establishment of such a school we could give each year a proper training to 30 pupils, allowing during their two years’ course £40 per annum for those who could attend and reside at home, and £80 for those who would have to live away from home.

Pupil-teachers who had completed their apprenticeship in our schools would be eligible as students. Students.

The practising school in connection with the Training College would be the State school nearest to the site selected.

I propose to place on the Estimates a sum of £3,000 to establish a Training School for Teachers, and to pay the expense of conducting it for the first half-year.

In establishing such a school care should be taken to protect as far as possible the vested interests of those who have already entered the service as pupil teachers, and especially of those in the country who cannot afford to take advantage of the benefits of the Training School.

94. *The Classification of Schools.*—This question was considered, and the principle was approved of by the members of the Royal Commission and also by the Revising Conference. The General Inspector prepared a scheme for the classification of schools which, after discussion and argument, was approved of by all the members of the Conference, and it is proposed to embody it in the new Regulations. Classification schools according to number of pupils.

The proposed scheme makes the following changes :—

- (a) The schools to be classified according to their attendance, the largest schools forming the first or highest class. Changes made by adopting 1 plan.

(b) Each



- (b) Each class of school to be entitled to a teacher of a certain status or grade; the larger the school the higher the status of the teacher.
- (c) All schools in the same class to be in the charge of teachers receiving the same pay.
- (d) Capitation allowance to be abolished, and the fixed salaries of the several grades of teachers adjusted according to the size of school to which each grade corresponds.

Advantages of the plan.

The principal advantages of the scheme are as follows:—Teachers of the same grade will receive a uniform salary, to be defined by Regulation; the present inequalities in the emoluments of teachers of the same status, arising from very unequal capitation allowances, will be done away with; the difficulty in transferring a teacher from one place to another (either to his own advantage or to that of the public) without diminishing his income will be removed. The varying capitation allowances in schools practically equal in importance have for years stood in the way of that freedom of movement within the service which is essential alike to the public interest and to the welfare and comfort of the teachers.

Objections.

There are objections to this alteration, but the advantages are considered to outweigh the objections, and I am assured that it will be a benefit to the teachers and the Department. The schools in Victoria, New South Wales, and South Australia are classified. Our system of granting capitation allowances to teachers has no place in those colonies.

Saving of existing right.

The scheme would, in the first instance, unless otherwise arranged, decrease the emoluments and affect the position of some teachers who are now conducting schools which would be classified by reason of their attendance as of a higher class than that which corresponds to the status of the teachers. To avoid this it has been arranged that:—(1.) The teacher is to be allowed to continue in charge of his school without any reduction of his present emoluments, even if the attendance warrants a higher classification for the school than that which corresponds to the status of the teacher. (2.) The salaries of the teachers in the service are to be noted at the date of the new Regulations, and no teacher's salary and emoluments (except special living allowances) are to be reduced by any transfer which is made by way of promotion or in the interests of the service and not on account of any fault of the teacher.

Opinions on proposed changes.

I think it well to mention that on the occasion of my recent visit to South Australia, in May, as a representative at the Postal Conference in Adelaide, I availed myself of the opportunity to discuss several of the proposed important changes in our school system with leading authorities in the Southern colonies. I had interviews with Mr. Gordon, the Minister controlling education in South Australia, and Mr. Hartley, the Inspector-General of Schools in that colony, and also with Dr. Pearson and Mr. Carruthers, the Ministers for Education in Victoria and New South Wales. I was glad to obtain the opinions of these gentlemen, who have had longer experience than I. It should be satisfactory to the teachers and to the public to know that they all approved of such of the proposed changes as were discussed, and were emphatic in their approval of the proposal to establish a training college, and by classifying our schools to do away with the capitation allowances.

#### THE NEW REGULATIONS.

Important changes in Regulations.

95. The new Regulations, as submitted by the Revising Conference, embody important changes, as the outcome of all the recommendations, resolutions, reports, inquiries, and discussions on educational questions and administration in the colony during the last two years. The chief changes are as follows:—

96. Classification of schools in lieu of capitation allowances to which I have already fully referred.

97. *Examinations for Admission to Classes I. and II.*—Teachers who pass in some of the subjects and fail in others need only be further examined in those in which they failed to pass at the last examination, provided that the total marks they obtained amount to 50 per centum of the marks obtainable.

98. *Grade*

98. *Grade Promotions*.—The Regulations will fix a scale showing the number of satisfactory reports required to entitle a teacher to be raised from one division of a class to the next higher division of the same class.

99. *Promotion of Teachers*.—The reports are to be dealt with by the Under Secretary, the General Inspector and the Senior District Inspector, for the time being, who will report, in the first instance separately, and then jointly after conference, to the Minister, recommending the teachers they consider entitled to grade promotion.

100. *Inspectors' Reports*.—It is proposed in future to send to the teachers the whole of the Inspector's Report except "Remarks on Staff" and "Special Observations."

101. *Staffing of Schools*.—The scale on which schools are staffed is defined.

102. *Pupil Teachers*.—The condition of the old Regulation, No. 41, requiring candidates for admission as pupil teachers of any class except the lowest to obtain over 60 per centum of marks on all the examination papers is to be abolished. To ensure that the period of training shall not be unduly curtailed, no candidate for employment as pupil teacher shall be appointed to any class higher than the second. No one is to be examined for the status of pupil teacher of the Third or of the Fourth Class unless employed as a pupil teacher of the grade next below that sought. No candidate shall be examined for appointment as pupil teacher who has not reached the age of thirteen years.

103. *Returns*.—Monthly and half-yearly returns are to be substituted for the present weekly and quarterly returns.

104. *Fines* are to be imposed for errors in returns and for want of punctuality in forwarding them.

105. *Cleaning Allowances*.—The allowances to be granted in the different schools for cleaning the school buildings are to be defined by regulation.

106. *Local Subscriptions*.—The proportion of local contributions required for each of the different improvements is specified in detail.

107. *Minor Requisites*.—These are to be provided by the Department, and contributions from parents towards obtaining minor requisites are not to be collected in future.

108. *Change of School Readers*.—Teachers, inspectors, and, finally, the Revising Committee, have recommended a change in the series of reading books. I purpose introducing the series of Royal Readers (Nelson and Son's Victorian Edition), together with Nos. 1, 2, 3, and 4 of the Century Readers (Blackie and Son) to take the place of the present series of reading books as soon as practicable.

109. *Examination for Class II*.—At the head of the schedule to the Regulations containing the standards of the classification of teachers (Schedule VII.) stands the following note:—"Candidates for Class II. who fail in any one of the following subjects:—Arithmetic, 'geography, grammar, needlework, and the *alternative subject* (mathematics or Latin), or who fail in any three other subjects, will not be promoted without further examination." For some ten years past the last clause of the foregoing rule has been interpreted to mean that a candidate who obtains 50 per centum of the maximum number of marks obtainable, but fails in any of the "*failing subjects*" must be again examined in *all* the subjects of the schedule. It is thought that this interpretation makes the conditions of a pass into Class II. unduly difficult, and the Inspectors' Conference, as well as the Revising Committee, recommend that it be relaxed so that candidates who have made over 50 per centum of the marks obtainable shall not be required to sit again for examination in any of the subjects in which they have passed.

Accordingly examinees whose failure in past years is due to the operation of the above clause, as heretofore interpreted, have been notified that by passing in the subjects in which they failed at their last examination they will be eligible for admission as teacher of Class II.

TECHNICAL



## TECHNICAL EDUCATION.

110. The committee of the Technical College in connection with the Brisbane School of Arts receives a grant of £600 for technical education. This amount has been voted annually for some years past, and has been judiciously spent. The committee's report for the year 1889 shows very satisfactory progress and an increasing public interest in technical education. The committee have done all that was possible with the small amount available, but with the exception of a class for carpentry, they could not initiate trade classes. The work is carried on as a branch of the School of Arts, and is not under Ministerial control. The sum of £1,000 has also been paid to the committees of the Schools of Arts at Maryborough, Bundaberg, Rockhampton, and Townsville (£250 each) to enable the committees to introduce technical education. These classes are being started in connection with the different Schools of Arts.

Committees of other Schools of Arts in the country towns have lately asked that sums should be placed on the next Estimates to allow them to start classes.

The committee of the Brisbane School of Arts have asked that the sum voted to them for technical education annually should be increased from £600 to £1,200, or £2 for every £1 contributed or paid in fees, and that a sum of £4 for every £1 contributed by the public to a building fund should also be paid by the Government.

The question therefore of technical education must and should be faced, and I am strongly of opinion that a State system of technical education should be initiated, and that it should be carried on under the control of the Minister for Education. If we intend our workers, who form the large majority of our adult population, to compete with those in other countries, we must provide them with the same facilities for acquiring a knowledge of the sciences and arts bearing on their trades.

Professor Huxley long ago expressed the opinion that so surely as ancient Carthage decayed, so would Great Britain decay and lose her place among the nations unless she rivalled the work done on the Continent in technical education.

A technical college could be started in Brisbane, and branches established in the different parts of the colony, working under the Department and under the guidance of the staff appointed to the college here, utilising the facilities afforded by the existing Schools of Arts in order to avoid a duplication of work.

This has been found to work well in New South Wales, and although the plan favours centralization, I feel that the classes must be so started in the first instance in order to succeed. In the meantime a suitable building should be provided by the Government for a Technical College, and as soon as it is erected the vote for technical education should be increased so as to enable the Committee or Board to start classes for imparting practical instruction to those engaged in the different trades. Children over 13 years of age who have attended State Schools or who are attending any State School and are desirous of learning a trade should receive a certificate authorising the holder to attend the classes of the college free of charge for three years.

*Technical Education*, as it is now generally understood, applies principally to instruction in those sciences which have a direct bearing on manufacturing industries, and the principles which underlie mechanical and manipulative trades; and in organizing a State system of technical education, the instruction should chiefly be directed to such subjects as would cause the education imparted to be of advantage to the working population of the colony, and should be specially directed to agriculture and to "the useful and mechanical arts practised by tradesmen."

Technical education receives special attention in all civilized countries at the present day. In all the important European countries the different Governments are devoting great attention to the subject, and voting large sums to enable those engaged in the trades, or intending to do so, to obtain free technical instruction.

The

The Governments of the adjoining colonies have also given this important subject earnest attention.

In *South Australia* the Government have decided to start a system of technical education, and in 1889 the Parliament voted a sum of £2,600 for the Adelaide Technical College. The Government also handed over to the Committee the use of the eastern *annexe* of the Exhibition Building, in which class-rooms are provided and the exhibits constituting the nucleus of a Technological Museum are displayed. The Committee or Council consists of twelve members—six nominated by the Government; one by the governing body of each of the following institutions:—The University, the Public Library, the Museum, the Art Gallery, the Chamber of Manufactures; and one by the Trades and Labour Council.

In *Victoria*, for the year ending June, 1889, the Parliament of Victoria granted in aid of Schools of Mines, Design, and Technical Schools generally, the sum of £26,100; and for the current year the amount of £33,600 has been voted.

At the annual meeting of the Gordon College at Geelong on the 21st January, 1890, *Professor W. C. Kernot* (Melbourne University), said:—

“It was being found out now that the young people required technical education, and the public desired to furnish them with it. All workmen required the technical education, and he believed the public generally would see the necessity of lending a more helping hand than at present. There was a large scope for scientific knowledge in carpentering, plumbing, blacksmiths’ work, &c. Science in trades was absolutely necessary, and it was to the interests of the people to encourage it.”

At the same meeting *Mr. T. H. Bromley* (President, Trades Hall Council, Melbourne), stated that:—

“He was an artisan, and therefore a representative of the working classes. No question more concerned the working man than that of technical education. At the commencement of the agitation for technical education people sneered at the idea, and did not think that the people would avail themselves of the great advantages offered. The wonderful progress made, however, had shown the public that the working men were eager to grasp the opportunities of educating themselves, as was shown by the figures he had produced. In the second term of the Working Men’s College, in 1887, there were 646 students, and at the end of 1889 the numbers had increased to 2,269. . . . They wanted given to the young people good art-training—that training should be to teach the artisan the science of the articles which were to be made.”

In *New South Wales* special attention has been devoted to technical education from 1873 to the present day. The matter has been steadily growing in public favour, and in 1887 the Minister for Public Instruction in his Report foreshadowed the reorganization, as then proposed, of the whole system in New South Wales under the Educational Department.

The system of technical education in New South Wales, started by a board subsidised by the Government, was taken over by the Department of Public Instruction on the 1st of November, 1889, and is now under the control of the Minister.

A Superintendent of Technical Education has been appointed, under whose supervision the system is being reorganised and extended.

The following sums have been voted by the Parliament of New South Wales for 1890 for technical education:—

For Salaries and Maintenance	...	...	£26,350	0	0
For Technological Museum	...	...	3,500	0	0

A total sum of ... .. £29,850 0 0

In addition to the above, £50,000 has been placed upon the Loan Estimates for the erection of a Technical College.

I find from the Report of the Sydney Technical College for 1889 that classes are held in the following subjects, viz.: Agriculture, veterinary science, wool-sorting, mechanical drawing with machine construction, applied mechanics, blacksmithing, pattern-making, plumbing, boiler-making, fitting and turning, architecture, carpentry and joinery, bricklaying, masonry, cabinet-making, carriage-building; geometry, model-drawing, freehand-drawing, design, modelling, house-painting, house-decorating, chemistry, photography, book-keeping, calligraphy and correspondence, phonography, actuarial science, German, French, Latin, elocution, domestic economy, cookery, scientific dress-cutting, tailors’ cutting, mineralogy, geology, mining, algebra, trigonometry, technical arithmetic, pharmacy, materia medica, pharmaceutical chemistry, dispensing, anatomy and physiology, dentistry, physics, electricity, and telegraphy.

Without



Without proper buildings and a sufficient money vote many of these classes cannot be introduced into our colony.

The Government vote in New South Wales for 1887 was £16,971 15s. 7d. (rents paid alone amounting to £3,336 1s. 2d.), but with this sum of £16,971 15s. 7d. the college was carried on in Sydney, and branches were established and carried on at Grafton, Newcastle, Lambton, West Maitland, Singleton, Petersham, Granville, Parramatta, Bathurst, Goulburn, Morpeth, Kogarah, Paddington, and Glen Innes.

The reports as to the proved benefits of the education to those who attended the classes are most satisfactory, and warrant the Government in extending the system and providing suitable buildings at the expense of the State.

In the report for 1888, referring to the attendance at the classes in New South Wales, I find the following passage:—"It will thus be seen, of the 2,077 students who attended the Technical College, 1,556 were Australasian born, evidencing that the colonial youth largely avail themselves of the advantages of the institution."

Our system of primary education is open to all; and to those who excel in our schools we grant scholarships to the Grammar schools (which we also endow), and exhibitions to a university; thus providing at the expense of the State for the higher education of our best boys. This stimulus to higher education it is to be hoped the State will continue.

Looking at what the State has done for technical education beyond the primary education (so heartily voted by the State), we find that £600 a year has been granted for seven years to the Brisbane School of Arts, and £1,000 to the rest of the colony—a total sum of £5,200.

Since the necessity for technical education is becoming universally admitted, the justice of the claim for further expenditure must also be admitted.

It has been urged that this technical education can be taught in connection with a university, but in the other colonies and in other countries the systems are carried on entirely apart.

Speaking on the question of imparting the necessary instruction, Sir Philip Magnus, the Director of the City and Guilds of London Institute for the advancement of Technical Education, in an address delivered at the opening of the Finsbury Technical College, said:—

"It must be remembered, in considering this difference of method, that the main purpose of the teaching to be given in this institution is not to make scientific men, nor to train scientists, as the Americans call them, but to educate technikers, as the Germans say, to explain to those preparing for industrial work, or already engaged in it, the principles that have a direct bearing upon their occupation, so that they may be enabled to think back from the processes they see to the causes underlying them, and thus substitute scientific method for mere rule of thumb. . . . Indeed it is now generally recognised that technical teachers must be familiar with the processes of the factory or workshop. . . . The teacher who is to inspire confidence in his artisan students must address them in the language they understand, and must show that he is not beyond appreciating practical difficulties which occur to them in their daily work. . . . Dr. Siemens further tells us that 'theory and practice are so interdependent that an intimate union between them is a matter of absolute necessity for our future progress,' and certainly none are more alive to the truth of this proposition as regards educational progress than artisan students."

#### A QUEENSLAND UNIVERSITY.

Queensland  
University.

111.—The establishment of a Queensland University is desired by all those who take an interest in education, and our system is undoubtedly incomplete without this boon to enable those young men and women who do well in our State and Grammar schools to continue their studies without leaving the colony.

The advantages to be derived by founding a university in our colony must be acknowledged, and some step should be taken to establish a university as soon as possible. I think that, in addition to any other course adopted to obtain what is desired, portions of the public lands of the colony should at once be set apart for the purpose.

#### APPENDICES.

## APPENDICES.

113. The tables which follow this Report show in detail the operations of the Department during the year.

The following is a list of the Appendices :—

Report of the General Inspector.

Report of the General Inspector's visit to the schools and educational departments of the Southern colonies.

Reports of the District Inspectors.

Examination papers given in December, 1889, to candidates for Grammar School Scholarships, and to teachers and pupil teachers of all grades.

Notes by the Examiners on the answers to questions given in the Examination papers of 1889, intended to be of use to students and teachers in preparing themselves or others for similar examinations.

Examination papers given to competitors for Exhibitions to Universities in November, 1889.

[L.S.]

CHAS. POWERS.

Department of Public Instruction,  
17th June, 1890.

STATISTICAL TABLES.

Table A.

COMPARATIVE VIEW OF PRIMARY SCHOOL OPERATIONS during FOURTEEN successive YEARS, 1876-89.

YEAR.	NUMBER OF INSTRUCTORS.					ANNUAL ENROLMENT.			MEAN QUARTERLY ENROLMENT.			AVERAGE DAILY ATTENDANCE.						EXPENDITURE.										
	TEACHERS.					TOTAL INSTRUCTORS.			Boys.	Girls.	Total.	PERCENTAGE OF THE ANNUAL ENROLMENT.			PERCENTAGE OF THE MEAN QUARTERLY ENROLMENT.			SALARIES AND ALLOWANCES.	BUILDING, FURNISHING, AND REPAIRS.									
	Males.		Females.		PUPIL TEACHERS.		Boys.	Girls.				Total.	Boys.	Girls.	Total.	Boys.	Girls.			Total.								
	Masters.	Assistants.	Males.	Assistants.	Males.	Females.																						
1876 ...	212	67	48	114	81	168	689	18,850	17,421	36,271	14,162	13,061	27,223	9,998	8,247	18,245	53.04	47.34	50.30	72.18	61.56	68.52	£	s.	d.	7,001	16	2
1877 ...	286	71	49	142	100	194	776	19,952	18,694	38,646	15,023	13,977	29,000	10,501	9,444	19,945	52.63	50.52	51.61	69.90	67.57	68.80	69,197	19	8	17,876	9	9
1878 ...	305	74	61	135	133	230	868	20,840	19,821	40,661	16,756	15,001	30,757	10,983	10,011	20,994	52.70	50.51	51.63	69.71	66.74	68.23	76,015	1	9	17,182	2	6
1879 ...	319	74	64	152	152	230	924	21,861	19,519	41,380	16,527	15,184	31,711	11,340	10,078	21,418	51.84	51.63	51.76	69.22	66.37	67.54	82,701	13	8	13,638	18	11
1880 ...	245	74	70	160	168	242	989	22,623	20,682	43,305	17,255	16,255	33,510	12,431	11,387	23,818	51.95	55.06	55.00	72.04	70.52	71.08	89,546	3	10	15,374	0	0
1881 ...	283	71	58	166	141	203	922	21,517	18,792	40,309	16,370	14,588	30,958	11,616	10,186	21,752	53.99	53.94	53.96	70.96	69.49	70.26	86,504	2	4	13,605	7	0
1882 ...	245	68	81	171	127	203	935	22,251	19,458	41,709	16,751	15,027	31,778	11,543	10,067	21,610	51.88	51.74	51.81	71.02	69.03	70.08	86,891	5	1	13,555	11	0
1883 ...	387	79	95	206	139	216	1,027	24,529	21,733	46,262	18,253	16,474	34,727	12,869	11,378	24,247	52.46	52.35	52.41	70.50	69.06	69.82	90,153	19	9	29,443	2	1
1884 ...	424	98	102	211	143	286	1,161	27,678	24,878	52,556	20,891	19,034	39,925	14,793	13,070	27,863	53.44	52.51	53.01	70.81	68.66	69.79	102,320	6	8	36,940	9	4
1885 ...	447	108	113	266	163	302	1,285	28,899	26,911	55,810	22,285	20,358	42,643	16,007	14,110	30,117	55.29	52.51	54.00	71.82	69.30	70.62	122,874	1	0	32,504	8	8
1886 ...	479	111	122	252	172	368	1,383	30,902	28,037	58,939	23,860	21,901	45,761	17,135	15,115	32,250	55.45	53.91	54.71	71.81	69.01	70.25	130,348	15	3	31,450	1	6
1887 ...	527	123	137	278	170	384	1,479	33,650	30,054	63,704	25,961	23,457	49,418	19,155	16,164	35,319	56.92	53.78	55.44	73.78	68.91	71.47	141,169	0	6	36,824	9	2
1888 ...	552	140	154	289	159	318	1,486	35,635	32,283	67,918	27,676	25,593	53,269	20,585	18,341	38,926	58.04	56.81	57.31	74.37	71.66	73.07	151,890	10	6	24,158	7	8
1889 ...	584	145	158	332	135	365	1,497	37,581	34,106	71,687	29,078	26,782	55,860	21,380	19,082	40,472	57.18	55.95	56.46	73.55	71.25	72.45	157,614	2	4	32,219	4	4

NOTE.—Aid was withdrawn from Non-vested Schools at the close of 1890.

Table B.  
SCHOOLS IN OPERATION, 1889.

	AT THE BEGINNING OF THE YEAR.			DURING THE YEAR.			AT THE CLOSE OF THE YEAR.		
	1888.	1889.	Increase in 1889.	1888.	1889.	Increase in 1889.	1888.	1889.	Increase in 1889.
State Schools ... ..	300	307	7	310	320	10	306	319	13
Provisional Schools ... ..	210	237	27	240	261	21	236	257	21
Schools at Benevolent, Reformatory, and Penal Establishments...	2	3	1	2	3	1	2	3	1
TOTALS ... ..	512	547	35	552	584	32	544	579	35

NOTES:—

1. State Schools were opened at Caboolture (North), Milton, Glenmore, Homebush, Indooroopilly, Laidley (North), and Roadvale. State Schools superseded Provisional Schools at Hermitage, Kilkivan, Lowood, Ma Ma Creek, Pittsworth, Wallangarra, Warra, and Yeppoon. The School for girls and infants at Charters Towers was divided into two departments—one for girls and one for infants. The State Schools at Capalaba and Samford were reduced to the status of a Provisional School.

2. Provisional Schools were opened at Acrobot Creek, Andromache, Arrilalah, Boulia, Bucca Crossing, Bunburra, Caningera (Upper), Capalaba, Childers, Dalma, Dundas, Dunwich, Eidsvold, Endeavour Sawmills, Euthulla, Graceville, Kilkivan Junction, Koumala, Laura, Nellybri, Pechey, Plainby, Richmond, Rosehill, St. John's Creek, Samford, Sellheim, Summer Hill, and Yandina. Provisional Schools were re-opened at Boyne River, Cape Bowling Green, Norwell, and Rosalie Plains. The Provisional Schools at Beauaraba, Hermitage, Wallangarra, and Yeppoon were closed.

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SCHOOLS IN OPERATION, 1889.

	AT THE BEGINNING OF THE YEAR.			DURING THE YEAR.			AT THE CLOSE OF THE YEAR.		
	1888.	1889.	Increase in 1889.	1888.	1889.	Increase in 1889.	1888.	1889.	Increase in 1889.
State Schools ...	300	307	7	310	320	10	306	319	13
Provisional Schools ...	210	237	27	240	261	21	236	257	21
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Table  
LIST OF STATE SCHOOLS, with the ATTENDANCE, STAFFS

SCHOOLS.	ATTENDANCE, 1889.									ATTENDANCE, 1888.		
	Annual Enrolment.			Mean Quarterly Enrolment.			Average Daily Attendance.			Annual Enrolment.		
	Boys.	Girls.	Total.	Boys.	Girls.	Total.	Boys.	Girls.	Total.	Boys.	Girls.	Total.
STATE SCHOOLS—continued.												
73. Charleville	100	105	205	82	84	166	56	58	114	119	118	237
74. Charters Towers—Boys	704	...	704	551	...	551	400	...	400	661	...	661
75. " Girls and Infants	357	774	1,131	292	682	974	187	443	630	396	929	1,325
76. " Girls	...	452	452	...	432	432	...	308	308	...	...	...
77. " Infants	284	276	560	153	140	293	208	180	388	...	...	...
78. Chinchilla	41	37	78	33	32	65	22	22	44	42	40	82
79. Clermont	131	149	280	116	134	250	96	110	206	131	145	276
80. Cleveland, East	32	30	62	22	24	46	16	19	35	23	29	52
81. " West	9	14	23	7	10	17	6	7	13	9	10	19
82. Clifton Colliery	33	30	63	26	22	48	19	14	33	46	27	73
83. " Homestead Area	27	22	49	21	20	41	15	14	29	29	28	57
84. Cometville	31	28	59	23	23	46	20	21	41	27	26	53
85. Condamine	15	17	32	13	15	28	10	12	22	23	21	44
86. Cooktown—Boys	138	...	138	111	...	111	88	...	88	126	...	126
87. " Girls and Infants	81	186	267	65	146	211	51	118	169	81	139	220
88. Coomera, Lower	60	46	106	44	33	77	28	20	48	79	76	155
89. " Upper	25	22	47	23	19	42	15	12	27	30	23	53
90. Cooper's Plains	43	41	84	36	33	69	25	23	48	41	42	83
91. Coorparoo	358	307	665	279	225	504	191	146	337	310	279	589
92. Copperfield	23	25	48	22	24	46	19	18	37	24	30	54
93. Crosshill	17	14	31	14	17	31	9	10	19	20	28	48
94. Crow's Nest	40	35	75	31	26	57	22	19	41	43	35	78
95. Cunnamulla	65	71	136	52	61	113	37	40	77	63	58	121
96. Dalby—Boys	111	...	111	87	...	87	63	...	63	103	...	103
97. " Girls and Infants	37	79	116	26	65	91	19	47	66	42	94	136
98. Darkey Flat	34	25	59	30	22	52	23	17	40	31	17	48
99. Drayton	73	67	140	69	54	123	52	42	94	80	75	155
100. Dugandan	99	92	191	81	75	156	56	48	104	87	86	173
101. Eagle Farm	124	119	243	90	87	177	61	54	115	105	118	223
102. Ebenezer	38	35	73	32	31	63	25	24	49	45	38	83
103. Elliot	24	24	48	18	16	34	12	10	22	27	26	53
104. Emerald	80	75	155	64	55	119	52	43	95	80	62	142
105. Emu Creek	40	23	63	34	18	52	23	11	34	40	22	62
106. Emu Vale	52	43	95	41	34	75	31	27	58	38	34	72
107. Engelsburg	75	65	140	63	54	117	38	30	68	69	60	129
108. Enoggera	50	59	109	39	49	88	24	32	56	62	65	127
109. Esk	80	62	142	63	48	111	44	33	77	56	58	114
110. Eton	40	43	83	34	36	70	28	27	55	48	48	96
111. Fernvale	40	31	71	34	31	65	26	22	48	40	32	72
112. Fig-tree Pocket	23	28	51	20	25	45	14	17	31	18	30	48
113. Freestone Creek, Lower	40	42	82	34	34	68	23	24	47	48	37	85
114. " Upper	39	26	65	34	23	57	24	16	40	33	23	56
115. Gatton	28	20	48	22	16	38	14	10	24	37	43	80
116. Gayndah	75	73	148	64	62	126	44	45	89	73	63	136
117. Geham	75	71	146	69	66	135	54	49	103	78	81	159
118. Georgetown	24	40	64	16	29	45	12	23	35	18	22	40
119. Geraldton	21	14	35	15	9	24	9	5	14	20	17	37
120. German Station	182	160	342	142	129	270	98	86	184	168	157	325
121. Gladstone	61	54	115	54	46	100	47	40	87	62	72	134
122. Glamorgan Vale	39	49	88	33	42	75	20	26	46	43	56	99
123. Glencoe	45	49	94	34	38	72	22	24	46	37	49	86
124. Glenmore	24	14	38	24	14	38	20	14	34	...	...	...
125. Glenvale	71	60	131	60	50	110	43	35	78	66	56	122
126. Gooburrum	18	21	39	17	19	36	12	15	27	21	20	41
127. Goodna	87	75	162	81	70	151	56	50	106	108	95	193
128. Goombungee	43	28	71	42	24	66	31	16	47	44	27	71
129. Goomburra	23	25	48	18	22	40	13	17	30	15	19	34
130. Goondiwindi	73	85	158	61	72	133	29	45	74	74	73	147
131. Gowrie Creek	51	45	96	43	38	81	28	26	54	58	39	97
132. Gowrie Junction	54	45	99	43	38	81	29	25	54	51	42	93
133. Gowrie Road	42	36	78	34	31	65	25	22	47	37	36	73
134. Gracemere	36	37	73	30	29	59	24	25	49	47	34	81
135. Grandchester	31	26	57	26	24	50	15	15	30	25	26	51
GROUPS—												
136. Central—Boys	321	...	321	241	...	241	186	...	186	276	...	276
137. " Girls and Infants	191	384	575	131	262	393	219	312	531	306	...	440
138. Monkland	188	182	370	159	146	305	113	108	221	193	...	404
139. One-Mile—Boys	271	...	271	229	...	229	173	...	173	264	...	264
140. " Girls and Infants	165	474	639	118	324	442	228	377	605	424	...	600
141. Two-Mile	62	53	115	47	41	88	22	28	50	44	...	109
142. Harrison's Pocket	27	23	50	23	18	41	14	12	26	21	...	47
143. Harrisville	51	60	111	45	50	95	22	28	50	50	...	100
144. Hatton Vale	53	35	88	47	30	77	35	23	58	47	...	62
145. Hewmant...	25	21	46	24	20	44	22	18	40	35	...	53

—continued.

## EMPLOYED, and COST of MAINTENANCE during 1889—continued.

ANCE, 1888.						STAFF OF INSTRUCTORS, 1889.						EXPENDITURE, 1889.						Remarks.
Mean Quarterly Enrolment.			Average Daily Attendance.			Teachers.				Pupil Teachers.		Total.	Salaries and Allowances.	Building, Furnishing, and Repairs.				
Boys.	Girls.	Total.	Boys.	Girls.	Total.	Males.		Females.		Males.	Females.							
						Masters.	Assistants.	Mistresses.	Assistants.									
87	87	174	58	58	116	1	1	...	1	...	1	4	£ 521 16 0	£ 399 12 0	Closed 30th June, 1889 Opened 8th July, 1889			
526	...	526	387	...	387	1	7	...	...	6	...	14	...	...				
269	724	993	184	493	677	...	...	...	...	...	...	10	3,320 8 0	1,844 4 4				
...	...	...	...	...	...	...	...	1	...	...	3	11	...	...				
31	32	63	23	23	46	1	...	...	1	...	...	2	264 18 0	32 15 9				
116	122	238	90	93	183	1	...	...	3	...	2	6	616 2 3	22 6 11				
20	26	46	16	21	37	1	...	...	...	...	...	1	142 14 4	18 0 0				
7	7	14	5	5	10	...	...	1	...	...	...	1	51 7 1	1 14 0				
37	23	60	26	16	42	1	...	...	1	...	...	2	225 7 4	...				
24	22	46	17	16	33	1	...	...	...	...	...	1	148 6 5	61 4 0				
24	24	48	20	20	40	1	...	...	...	1	...	2	231 11 1	2 12 10				
19	19	38	15	15	30	1	...	...	...	...	...	1	118 1 4	325 2 1				
92	...	92	69	...	69	1	2	...	...	...	...	3	...	...				
51	112	163	37	89	126	...	...	1	1	...	4	6	776 12 5	59 8 0				
53	53	106	33	33	66	1	...	...	...	...	1	2	271 10 1	35 9 6				
28	20	48	20	14	34	1	...	...	...	...	...	1	162 10 1	...				
34	27	61	24	18	42	1	...	...	...	...	1	2	248 2 4	80 8 6				
237	201	438	170	138	308	1	3	...	4	...	3	11	1,211 11 11	449 12 0				
23	27	50	20	23	43	1	...	...	...	...	1	2	226 7 9	6 17 0				
16	23	39	11	13	24	1	...	...	...	...	...	1	159 4 8	38 17 3				
31	25	56	19	17	36	1	...	...	...	...	1	2	200 2 0	188 12 3				
46	44	90	33	29	62	1	...	...	...	1	1	3	433 5 9	55 19 0				
81	...	81	61	...	61	1	...	...	...	2	...	3	...	...				
27	78	105	23	61	84	...	...	1	1	...	1	3	652 16 4	30 5 6				
29	16	45	22	12	34	1	...	...	...	1	...	2	200 3 5	19 7 6				
69	66	135	55	50	105	1	...	...	2	...	1	4	513 13 11	31 0 0				
69	66	135	48	44	92	1	...	...	1	1	1	4	375 6 7	12 19 1				
76	81	157	52	52	104	1	...	...	1	2	1	5	472 16 2	55 6 0				
39	34	73	28	25	53	1	...	...	...	...	1	2	246 6 1	13 17 0				
22	19	41	14	13	27	1	...	...	...	...	...	1	140 6 5	...				
62	51	113	50	40	90	1	...	...	1	1	...	3	472 4 2	11 0 8				
34	18	52	24	12	36	1	...	...	...	1	...	2	199 4 2	77 13 6				
36	33	69	28	25	53	1	...	...	...	1	...	2	239 15 9	3 14 6				
55	52	107	35	31	66	1	...	...	1	...	...	2	304 3 2	1 4 0				
43	53	96	26	35	61	1	...	...	1	...	...	2	317 10 4	20 18 0				
45	45	90	31	29	60	1	...	...	1	...	...	2	294 7 0	7 5 0				
37	35	72	29	27	56	1	...	...	...	...	1	2	226 17 6	208 10 0				
34	26	60	26	19	45	...	...	1	...	1	...	2	232 10 11	50 0 0				
17	26	43	12	17	29	1	...	...	...	...	...	1	160 14 8	9 15 0				
40	30	70	28	23	51	1	...	...	...	1	...	2	290 5 2	176 7 6				
29	23	52	22	18	40	1	...	...	...	...	1	2	229 2 1	74 0 4				
28	30	58	18	20	38	1	...	...	...	...	...	1	196 3 11	45 6 6				
70	62	132	51	48	99	1	...	...	1	...	1	3	354 3 5	11 11 0				
68	70	138	54	56	110	1	...	...	1	1	1	4	471 7 8	103 16 6				
12	15	27	9	9	18	1	...	...	...	...	...	1	232 5 6	116 10 0				
19	16	35	14	10	24	1	...	...	...	...	...	1	178 5 5	0 3 6				
133	105	238	97	72	169	1	1	...	1	2	2	7	749 6 2	54 7 0				
57	56	113	50	46	96	1	...	...	1	...	1	3	347 0 6	...				
40	44	84	25	25	50	1	...	...	...	1	...	2	252 2 11	6 10 0				
29	41	70	20	31	51	1	...	...	...	1	...	2	244 17 4	50 1 0				
...	...	...	...	...	...	1	...	...	...	...	...	1	46 1 6	822 2 0				
60	50	110	46	40	86	1	...	...	1	1	...	3	393 6 1	...				
18	18	36	12	13	25	1	...	...	...	...	...	1	155 5 1	...				
87	73	160	59	48	107	1	...	...	1	1	1	4	441 2 8	1 9 3				
36	21	57	15	15	30	1	...	...	...	...	1	2	203 13 7	98 0 0				
15	18	33	12	15	27	1	...	...	...	...	...	1	165 13 8	13 0 0				
55	59	114	35	39	74	1	...	...	1	...	1	3	361 12 1	...				
47	32	79	32	21	56	1	...	...	...	...	2	3	270 0 6	52 15 0				
41	38	79	30	29	59	1	...	...	...	...	1	2	229 17 10	69 9 11				
31	31	62	23	22	45	1	1	...	...	...	...	2	282 3 9	36 1 2				
35	27	62	25	21	46	1	...	...	...	...	1	2	174 16 4	99 12 10				
27	22	49	15	13	28	1	...	...	...	...	...	1	218 2 1	25 5 0				
...	...	...	...	...	...	...	...	...	...	...	...	...	...	...				
224	...	224	177	...	177	1	2	...	...	3	...	6	...	...				
126	286	412	94	210	304	...	...	1	...	5	...	11	1,636 15 6	120 17 0				
175	151	326	141	116	257	...	...	...	2	...	4	7	902 18 4	0 10 0				
215	...	215	165	...	165	1	4	...	...	...	...	5	...	...				
120	363	483	86	282	368	...	...	1	...	5	...	13	1,946 18 7	12 0 0				
52	36	88	37	24	61	1	...	...	...	1	...	2	278 2 2	34 0 0				
22	16	38	20	16	36	1	...	...	...	...	...	1	215 5 2	12 7 3				
44	44	88	34	34	68	1	...	...	...	1	1	3	294 3 6	9 10 3				
35	22	57	23	15	38	1	...	...	...	...	1	2	218 1 10	38 0 0				
23	27	59	21	18	39	1	...	...	...	...	1	2	230 1 10	16 9 0				

Table  
LIST of STATE SCHOOLS, with the ATTENDANCE, STAFFS

SCHOOLS.	ATTENDANCE, 1889.									ATTEND		
	Annual Enrolment.			Mean Quarterly Enrolment.			Average Daily Attendance.			Annual Enrolment.		
	Boys.	Girls.	Total.	Boys.	Girls.	Total.	Boys.	Girls.	Total.	Boys.	Girls.	Total.
STATE SCHOOLS—continued.												
146. Hendon ...	33	26	59	30	21	51	17	13	30	39	28	67
147. Herberton ...	86	115	201	69	91	160	50	67	117	78	94	172
148. Hermitage ...	34	25	59	28	21	49	21	16	37	...	...	...
149. Highfields ...	60	72	132	48	65	113	31	42	73	45	63	108
150. Homebush ...	26	23	49	16	17	33	17	18	35	...	...	...
151. Howard ...	102	92	194	80	80	160	66	64	130	97	97	194
152. Hughenden ...	108	114	222	77	80	157	54	55	109	106	91	197
153. Indooroopilly ...	126	81	207	112	81	193	80	56	136	...	...	...
154. Indooroopilly Pocket ...	40	39	79	24	27	51	16	19	35	49	40	89
155. Ingham ...	36	30	66	29	20	49	19	12	31	38	22	60
156. Inglewood ...	36	26	62	28	21	49	19	15	34	32	22	54
IPSWICH—												
157. East—Boys ...	221	...	221	166	...	166	125	...	125	240	...	240
158. Middle—Girls and Infants ...	134	460	594	101	370	471	68	268	336	164	473	637
159. Newtown ...	196	125	321	147	99	246	102	73	175	162	132	294
160. North—Boys ...	247	...	247	207	...	207	150	...	150	267	...	267
161. " Girls and Infants ...	129	296	425	92	233	325	65	157	222	130	283	413
162. West—Boys ...	199	...	199	157	...	157	122	...	122	202	...	202
163. " Girls and Infants ...	92	206	298	73	154	227	51	109	160	62	179	241
164. Isisford ...	16	18	34	14	15	29	9	10	19	15	13	28
165. Jondaryan ...	56	37	93	41	30	71	31	22	53	46	41	87
166. Kalkie ...	52	55	107	45	41	86	30	28	58	74	55	129
167. Kamerunga ...	53	57	110	46	49	95	32	29	61	49	51	100
168. Kilkivan ...	29	20	49	29	20	49	24	17	41	...	...	...
169. Killarney ...	26	64	150	72	57	129	50	38	88	79	63	142
170. Kirchheim ...	51	53	104	44	52	96	36	43	79	42	55	97
171. Kolan South ...	72	57	125	60	46	106	50	36	86	64	44	108
172. Laidley North ...	75	102	177	63	85	148	40	53	93	...	...	...
173. " South ...	72	84	152	45	52	97	28	29	57	93	105	198
174. Leyburn ...	37	55	92	33	43	76	29	37	66	38	37	75
175. Loganholme ...	27	23	50	21	16	37	14	10	24	25	22	47
176. Lord John Swamp ...	29	28	57	24	21	45	18	14	32	30	29	59
177. Lowood ...	40	37	77	33	47	80	23	35	58	...	...	...
178. Lytton ...	57	41	98	44	32	76	34	24	58	41	41	82
179. Mackay—Boys ...	274	...	274	230	...	230	177	...	177	277	...	277
180. " Girls and Infants ...	24	280	304	24	273	297	69	197	266	130	328	458
181. " North ...	44	27	71	31	22	53	19	13	32	50	30	80
182. Maids Hill ...	21	23	44	17	18	35	11	12	23	25	19	44
183. Ma Ma Creek ...	44	36	80	36	30	66	25	21	46	...	...	...
184. Marburg ...	72	71	143	61	61	122	44	41	85	54	56	110
MARYBOROUGH—												
185. Albert ...	422	357	779	337	303	640	266	231	497	409	359	768
186. Central—Boys ...	302	...	302	241	...	241	195	...	195	322	...	322
187. " Girls ...	...	265	265	...	215	215	...	164	164	...	268	268
188. " Infants ...	162	163	325	110	114	224	84	83	167	173	190	363
189. East ...	101	74	175	79	58	137	60	46	106	102	64	166
190. West ...	187	26	213	130	143	273	104	114	218	179	181	360
191. St. Helen's ...	127	112	239	89	73	162	72	56	128	122	83	205
192. Maytown ...	30	31	61	19	26	45	15	22	37	39	22	61
193. Meringandan ...	59	56	115	47	47	94	33	31	64	60	52	112
194. Merritt's Creek ...	41	41	82	34	32	66	26	23	49	41	32	73
195. Milbong ...	43	28	71	38	33	71	28	25	53	33	42	75
196. Miles ...	21	30	51	12	31	43	13	24	37	33	38	71
197. Millicester ...	145	133	278	107	110	217	80	80	160	138	126	264
198. Milora ...	43	42	85	35	37	72	26	26	52	50	39	89
199. Minden ...	43	43	86	31	31	62	25	25	50	47	31	78
200. Mitchell ...	76	73	149	54	56	110	51	44	95	84	92	176
201. Moreton Island ...	24	12	36	11	11	22	5	9	14	5	16	21
202. Morven ...	24	24	48	21	21	42	17	17	34	24	24	48
203. Mount Brisbane ...	24	24	48	21	21	42	17	17	34	24	24	48
204. Mount Gravatt ...	71	29	100	47	47	94	33	33	66	72	68	140
205. Mount Morgan ...	24	24	48	21	21	42	17	17	34	24	24	48
206. Mount Perry ...	24	24	48	21	21	42	17	17	34	24	24	48
207. Mount Walker ...	24	24	48	21	21	42	17	17	34	24	24	48
208. Mungah ...	24	24	48	21	21	42	17	17	34	24	24	48
209. Murphy's Creek ...	24	24	48	21	21	42	17	17	34	24	24	48
210. Murrumbidgee ...	24	24	48	21	21	42	17	17	34	24	24	48
211. Myrtle ...	24	24	48	21	21	42	17	17	34	24	24	48
212. Nannango ...	24	24	48	21	21	42	17	17	34	24	24	48



continued.

EXPENDED, and Cost of MAINTENANCE during 1889—continued.

1888.			STAFF OF INSTRUCTORS, 1889.										EXPENDITURE 1889.				Remarks.		
Mean Quarterly Enrollment.			Average Daily Attendance.			Teachers.				Pupil Teachers.		Total.	Salaries and Allowances.			Building, Furnishing, and Repairs.			
						Males.		Females.		Males.	Females.								
						Masters.	Assistant.	Mistresses.	Assistant.										
Boys.	Girls.	Total.	Masters.	Assistant.	Mistresses.	Assistant.	Males.	Females.											
31	23	54	20	14	34	1	...	...	...	1	2	£ 188 17 2	£ 0 10 0	Opened 25th Feb., 1889					
62	72	134	46	55	101	1	1	...	2	...	4	567 11 10	5 5 6						
47	59	106	31	42	73	1	...	...	1	...	3	341 19 6	59 0 0	Opened 24th June, 1889					
76	80	156	61	61	122	1	1	...	1	1	4	592 5 9	23 18 0						
75	58	133	53	39	92	1	...	...	1	1	5	463 16 8	492 13 0	Opened 8th July, 1889					
35	33	68	20	22	42	1	...	...	2	...	5	267 17 9	1,288 19 6						
32	17	49	23	11	34	1	...	...	...	...	1	198 19 0	60 16 6						
32	21	53	23	17	40	1	...	...	...	...	1	203 10 5	0 12 6						
												204 16 9	3 10 0						
157	...	187	141	...	141	1	2	...	...	2	5	761 17 9	10 4 0						
134	384	498	85	290	375	...	...	1	7	...	11	1,145 9 2	37 9 0						
134	98	232	97	69	166	1	1	...	2	1	6	706 4 0	275 4 6						
207	...	207	159	...	159	1	2	...	...	2	5	1,590 16 3	21 9 0						
94	225	319	70	159	229	...	...	1	5	...	8								
152	...	152	113	...	113	1	1	...	...	2	4	1,116 9 9	2 8 6						
57	172	229	40	124	164	...	...	1	3	...	6								
14	13	27	11	10	21	1	...	...	...	...	1	200 6 4							
37	32	69	30	23	53	1	...	...	...	1	2	230 7 0	2 18 6						
61	43	104	42	31	73	1	...	...	...	1	2	331 10 11	22 6 0						
40	34	74	26	20	46	1	...	...	...	...	1	258 8 7	47 12 0	Opened 28th Nov., 1889					
						1	...	...	...	...	1	12 4 10	679 0 0						
67	57	124	49	41	90	1	1	...	...	1	4	434 9 0	213 6 6						
37	50	87	32	42	74	1	...	...	1	1	3	409 11 6	3 5 0						
50	39	89	41	32	73	1	...	...	1	1	3	311 4 5	35 13 6	Opened 1st April, 1889					
						1	1	...	1	...	3	322 4 6	402 2 9						
70	82	152	38	43	81	1	...	...	...	1	2	357 14 1	20 6 0						
35	34	69	30	26	56	1	...	...	...	1	3	307 12 7							
18	18	36	14	12	26	1	...	...	...	...	1	119 16 11							
37	24	51	21	18	39	1	...	...	...	1	2	250 2 3							
						1	...	...	1	...	2	160 8 4	389 6 8	Opened 1st April, 1889					
35	32	67	30	24	54	1	...	...	...	1	2	221 11 10							
57	...	227	173	...	173	1	2	...	...	3	6	1,566 5 11	28 3 0						
95	268	363	73	198	271	...	...	1	5	...	9								
36	24	62	26	17	43	1	...	...	...	...	2	236 6 8	2 7 0						
16	14	30	11	10	21	...	...	1	...	...	1	115 8 6	6 0 0						
						1	...	...	...	...	1	200 19 5	2 8 11	Opened 21st Jan., 1889					
50	48	98	38	33	71	1	...	...	...	1	3	329 10 5	251 19 0						
33	293	626	267	221	488	1	2	...	6	1	16	1,582 18 9	177 10 2						
132	...	242	192	...	192	1	2	...	...	4	7								
	206	208	...	163	163	...	...	1	2	...	6	1,656 16 11	93 1 6						
126	133	259	97	101	198	...	...	1	3	...	7								
83	55	138	66	44	110	1	...	...	2	...	4	387 8 2	15 6 0						
131	134	265	107	109	216	1	1	...	2	...	7	812 17 4	10 12 6						
97	71	168	75	55	130	1	...	...	1	1	4	384 18 1	22 15 6						
25	16	41	18	11	29	1	...	...	...	...	1	202 3 3	19 12 6						
40	43	92	34	30	64	1	...	...	...	1	3	334 16 8	56 17 6						
34	28	62	26	21	47	1	...	...	...	1	2	221 1 9	9 12 4						
29	33	62	21	24	45	1	...	...	...	...	2	197 0 3	0 7 6						
31	32	63	25	24	49	1	...	...	...	...	2	271 11 2	76 7 0						
106	108	209	83	85	168	1	1	...	1	1	5	613 8 2	46 0 0						
34	35	69	26	26	52	1	...	...	...	1	2	299 14 9	1 6 9						
42	26	68	37	23	60	1	...	...	...	1	2	256 18 1	3 18 0						
71	73	144	59	55	114	1	...	...	...	1	4	456 9 8	64 4 0						
6	13	18	4	10	14	...	...	1	...	...	1	97 14 5							
20	27	57	22	19	41	1	...	...	...	...	1	200 0 5							
28	31	64	21	18	39	1	...	...	...	...	1	143 9 2							
12	52	104	39	38	77	1	...	...	...	1	3	357 1 4	144 13 0						
100	185	373	134	124	258	1	5	...	2	...	12	1,190 13 11	200 3 7						
81	163	63	60	123	1	1	...	...	2	1	5	533 18 9	1 11 6						
35	65	22	24	46	1	...	...	...	1	...	2	264 7 7	11 0 0						
48	44	88	33	31	64	1	...	...	1	...	2	316 15 7	129 15 6						
38	82	70	30	25	55	1	...	...	...	...	2	237 2 1	7 5 9						
24	22	46	16	14	30	1	...	...	...	...	1	216 13 9	49 1 0						
42	35	77	29	23	52	1	...	...	...	...	2	266 0 10	43 17 9						
38	34	72	29	27	56	1	...	...	...	1	2	252 0 2	29 7 0						

## LIST OF STATE SCHOOLS, with the ATTENDANCE, S.

SCHOOLS.	ATTENDANCE, 1889.									Annual Enrolr	
	Annual Enrolment.			Mean Quarterly Enrolment.			Average Daily Attendance.				
	Boys.	Girls.	Total.	Boys.	Girls.	Total.	Boys.	Girls.	Total.	Boys.	Girls.
STATE SCHOOLS—continued.											
213. Nerang ...	56	41	97	42	32	74	29	22	51	60	48
214. Normanby ...	42	30	72	35	27	62	24	19	43	36	23
215. Normanton ...	135	167	302	100	117	217	72	80	152	130	156
216. Nudgee ...	46	47	93	43	37	80	34	26	60	35	38
217. Oakey Creek ...	36	40	76	27	33	60	18	26	44	35	43
218. Owanyilla ...	19	17	36	15	14	29	11	9	20	26	16
219. Oxley ...	65	52	117	53	41	94	41	32	73	61	54
220. Peak Mountain ...	46	51	97	37	43	80	29	34	63	45	51
221. Pialba ...	48	52	100	40	42	82	29	30	59	57	51
222. Pimpama ...	23	20	43	16	15	31	10	9	19	35	38
223. Pine Mountain ...	56	61	117	45	54	99	29	34	63	56	71
224. Pine River, North ...	78	58	136	68	46	114	43	29	77	93	64
225. Pittsworth ...	29	24	53	29	24	53	22	16	38	...	...
226. Plainland ...	42	30	72	37	25	62	28	17	45	42	29
227. Plainview ...	29	33	62	28	32	60	20	24	44	30	32
228. Port Douglas ...	63	68	131	56	48	104	46	36	82	64	65
229. Pullen Vale ...	29	20	49	23	12	35	20	10	30	29	21
230. Purga Creek ...	26	18	44	23	15	38	17	9	26	21	21
231. Ramsay ...	30	16	46	23	13	36	17	10	27	25	18
232. Ravenswood ...	222	168	390	176	134	310	138	103	241	200	180
233. Redbank ...	76	62	138	57	37	94	36	22	58	85	70
234. Redbank Plains ...	27	31	58	26	30	56	17	20	37	25	28
235. Redland Bay ...	32	42	74	24	35	59	16	21	37	28	38
236. Roadvale ...	25	14	39	25	14	39	21	10	31	...	...
ROCKHAMPTON—											
237. Allentown ...	286	260	546	164	161	325	123	116	239	216	219
238. Central—Boys ...	594	...	594	448	...	448	349	...	349	505	...
239. Central—Girls ...	...	443	443	...	348	348	...	265	265	...	413
240. " Infants...	249	322	571	186	240	426	147	180	327	229	270
241. North—Boys ...	300	...	300	224	...	224	162	...	162	207	...
242. " Girls and Infants...	102	341	443	70	260	330	50	179	229	66	252
243. Pink Lily Lagoon ...	42	42	84	44	37	81	31	21	52	51	48
244. Port Curtis Road ...	31	57	88	26	43	69	19	34	53	30	53
245. Rocklea ...	80	60	140	51	40	91	34	26	60	54	46
246. Roma ...	210	171	381	169	133	302	117	89	206	232	175
247. Rosevale ...	45	39	84	37	34	71	25	22	47	37	40
248. Rosewood ...	77	75	152	67	63	130	51	45	96	82	70
249. Sandgate ...	215	180	395	149	122	271	102	78	180	226	210
250. Sandy Creek ...	26	17	43	24	14	38	15	10	25	31	18
251. Seventeen-mile Rocks ...	17	17	34	15	14	29	11	11	22	20	19
252. Sherwood ...	92	74	166	79	63	142	58	44	102	97	89
253. Southbrook ...	47	26	73	41	23	64	30	16	46	42	24
254. Southport...	126	88	214	98	69	167	68	46	114	128	87
255. Spring Creek ...	31	40	71	29	33	62	22	27	49	30	39
256. Springsure ...	67	67	134	54	49	103	45	38	83	58	58
257. Stafford ...	98	92	190	80	70	150	62	50	112	100	76
258. Stanthorpe ...	89	83	172	67	63	130	48	43	91	101	106
259. Stanwell ...	35	34	69	29	27	56	18	16	34	48	34
260. St. George ...	74	92	166	61	80	141	45	64	109	74	91
261. St. Lawrence ...	40	28	68	34	25	59	27	20	47	34	31
262. Sugarloaf ...	58	50	108	50	44	94	29	27	56	60	62
263. Surat ...	35	45	80	28	39	67	22	31	53	39	47
264. Swan Creek ...	65	47	112	58	44	102	44	32	76	69	37
265. Tallebudgera ...	31	22	53	27	21	48	19	15	34	25	17
266. Tallegalla ...	34	34	68	30	27	57	23	20	43	36	33
267. Tambo ...	67	56	123	50	42	92	37	30	67	64	54
268. Tantitha ...	25	27	52	20	23	43	14	17	31	21	25
269. Tarampa ...	42	39	81	40	32	72	29	21	50	45	39
270. Taroom ...	24	30	54	21	25	46	16	22	38	30	26
271. Te Kowai...	48	38	86	37	30	67	26	21	47	48	36
272. Tent Hill, Lower ...	40	38	78	32	31	63	19	19	38	30	31
273. Teviotville ...	57	47	104	58	45	103	45	35	80	62	45
274. Tewantin ...	28	35	63	23	31	54	16	22	38	31	38
275. Thursday Island ...	24	18	42	15	15	30	10	12	22	13	12
276. Tiaro ...	103	107	210	80	88	168	63	66	129	97	107
277. Tinana ...	118	118	236	87	91	178	72	71	143	101	103
278. Tingalpa ...	35	29	64	28	23	51	19	16	35	28	29
279. Tivoli ...	52	63	115	44	49	93	29	31	60	56	75
280. Toolburra, South ...	23	18	41	17	14	31	13	9	22	30	26

med.

D, and Cost of MAINTENANCE during 1889—continued.

STAFF OF INSTRUCTORS, 1889.												EXPENDITURE, 1889.				Remarks.	
Quarterly ciment.		Average Daily Attendance.			Teachers.				Pupil Teachers.		Total.	Salaries and Allowances.	Building, Furnishing, and Repairs.				
					Males.		Females.		Males.	Females.							
Girls.	Total.	Boys.	Girls.	Total.	Masters.	Assistants.	Mistresses.	Assistants.			Males.	Females.	£	s.	d.		£
31	75	32	21	53	1	...	...	...	...	1	2	249	7	7	117	1	8
21	51	22	16	38	1	...	...	...	...	1	2	225	13	10	20	5	0
112	209	68	76	144	1	1	...	...	...	2	4	679	11	0	83	8	0
31	60	22	23	45	1	...	...	...	...	2	3	208	9	3	5	18	0
39	68	22	31	53	1	...	...	...	...	...	1	214	18	7	92	0	6
15	35	13	11	24	1	...	...	...	...	...	1	124	8	2			
44	93	40	33	73	1	...	...	1	...	1	3	273	5	11	0	8	6
47	90	34	39	73	1	...	...	...	...	2	3	314	14	7	77	0	0
40	83	29	29	58	1	...	...	1	...	...	2	313	9	4	1	0	0
21	49	16	13	29	...	...	1	...	...	...	1	115	7	3			
60	110	35	42	77	1	...	...	1	1	...	3	383	1	7			
53	125	50	35	85	1	...	...	1	...	1	3	395	4	3	20	0	0
...	...	...	...	...	1	...	...	...	...	...	1	26	7	0	489	12	0
22	57	27	16	43	1	...	...	...	...	...	1	181	9	11	1	5	0
30	59	22	25	47	1	...	...	...	1	...	2	246	8	11	9	15	0
53	106	43	39	82	1	...	...	1	1	...	3	422	6	1	30	14	1
18	44	20	13	33	1	...	...	1	...	...	2	179	11	1	50	0	0
16	34	13	10	23	1	...	...	...	...	...	1	139	19	9	12	10	0
16	38	19	13	32	1	...	...	...	...	...	1	160	17	3	20	10	0
151	327	142	117	259	1	2	...	...	...	5	8	981	13	2	233	13	5
52	116	44	32	76	1	...	...	1	...	...	2	248	19	6	0	2	6
27	51	17	19	36	1	...	...	1	...	...	2	205	17	4	14	0	0
31	53	15	22	37	1	...	...	...	...	1	2	190	6	11	40	0	0
...	...	...	...	...	1	...	...	...	...	...	1	14	19	0	600	0	0
140	299	121	101	222	1	1	...	2	3	2	9	873	1	2	79	11	3
...	416	327	...	327	1	7	...	...	4	...	12						
338	338	...	249	249	...	...	1	9	...	...	10	2,938	1	3	208	8	5
222	390	121	171	292	...	...	1	2	...	7	10						
...	207	157	...	157	1	2	...	2	...	...	5	1,310	5	10	49	5	0
252	318	48	181	229	...	...	1	3	...	6	10						
38	76	25	26	51	1	...	...	1	...	...	2	212	19	5	75	2	6
37	60	15	26	41	1	...	...	...	...	...	1	128	9	0	27	15	0
33	73	29	21	50	1	...	...	...	1	...	2	230	8	7	99	5	0
132	318	127	91	218	1	1	...	3	1	1	7	812	1	1	6	16	3
37	69	20	24	44	1	...	...	...	...	1	2	239	10	0			
59	127	49	41	90	1	...	...	...	2	1	4	395	17	6	105	1	6
128	275	105	87	192	1	1	...	2	1	2	7	862	3	0	108	4	5
15	42	16	11	27	1	...	...	...	...	...	1	175	14	10	1	10	10
15	31	12	11	23	1	...	...	...	...	...	1	154	6	6	0	6	6
71	155	62	49	111	1	...	...	...	1	2	4	432	14	4	11	12	6
21	58	28	16	44	1	...	...	...	...	1	2	239	14	5	29	18	6
68	167	69	44	113	1	...	...	1	...	1	3	557	19	7	112	12	6
35	63	22	29	51	1	...	...	...	...	1	2	220	10	10	27	19	6
46	98	42	36	78	1	...	...	1	...	1	3	324	10	10	3	15	0
62	141	62	48	110	1	...	...	1	...	2	4	431	14	8	26	15	0
78	153	52	56	108	1	...	...	2	...	...	3	455	17	1	22	5	3
28	65	25	19	44	1	...	...	...	...	...	1	177	7	1	1	0	0
75	135	46	61	107	1	...	...	2	...	1	4	495	19	4	141	6	9
26	55	24	22	46	1	...	...	1	...	...	2	252	11	7	26	0	0
52	105	28	28	56	1	...	...	...	...	1	2	297	19	6	3	8	9
38	71	26	31	57	1	...	...	1	...	...	2	265	0	5			
24	80	43	27	70	1	...	...	...	1	1	3	334	18	8	43	6	6
17	40	18	14	32	1	...	...	...	...	...	1	172	8	2	11	0	0
25	54	19	16	35	1	...	...	1	...	...	2	250	17	2	8	8	0
41	87	32	29	61	1	...	...	...	...	1	2	356	10	9	330	0	0
25	46	14	18	32	1	...	...	...	...	...	1	199	17	8	2	11	3
27	65	27	20	47	1	...	...	1	...	...	2	266	14	10			
22	46	21	20	41	1	...	...	...	1	...	2	282	3	5	9	14	9
29	70	32	21	53	1	1	...	...	...	...	2	313	3	8			
29	58	20	20	40	1	...	...	...	...	...	1	171	5	6	0	7	0
41	100	46	31	77	1	...	...	1	...	1	3	272	6	3	1	17	0
33	60	20	25	45	1	...	...	...	...	1	2	181	2	9	66	9	0
11	19	4	9	13	...	...	1	...	...	...	1	138	16	4			
92	176	64	67	131	1	...	...	1	1	2	5	463	16	10	76	18	6
82	170	75	67	142	1	2	...	1	...	1	5	604	17	5	12	11	0
23	44	15	18	33	1	...	...	...	...	...	1	150	9	0	1	0	0
47	103	33	38	71	1	...	...	1	...	...	2	283	6	0			
18	40	15	12	27	1	...	...	...	...	...	1	119	6	3			

## LIST of STATE SCHOOLS, with the ATTENDANCE, &amp;c.

SCHOOLS.	ATTENDANCE, 1889.									Annual Enrolment.	
	Annual Enrolment.			Mean Quarterly Enrolment.			Average Daily Attendance.				
	Boys.	Girls.	Total.	Boys.	Girls.	Total.	Boys.	Girls.	Total.	Boys.	Girls.
STATE SCHOOLS—continued.											
TOOWOOMBA—											
281. East	289	211	500	221	181	402	172	130	302	245	166
282. Middle Ridge	112	107	219	90	79	169	71	60	131	106	91
283. North—Boys	226	...	226	184	...	184	145	...	145	214	...
284. „ Girls and Infants	83	296	379	57	234	291	44	174	218	114	312
285. South—Boys	245	...	245	178	...	178	134	...	134	268	...
286. „ Girls	...	185	185	...	144	144	...	104	104	...	214
287. „ Infants	137	152	289	105	114	219	80	86	166	108	160
288. Torbancelea	43	54	97	34	46	80	27	34	61	43	55
TOWNSVILLE—											
289. Mundingburrah	117	106	223	84	81	165	63	61	124	92	75
290. Ross Island	243	205	448	174	165	339	124	112	236	197	165
291. Townsville—Boys	253	...	253	180	...	180	135	...	135	239	...
292. „ Girls and Infants	137	307	444	76	222	298	57	172	229	134	276
293. North	28	34	62	22	29	51	16	24	40	25	29
294. West	313	253	566	229	177	406	175	132	307	386	351
295. Tummalville	16	13	29	16	13	29	11	7	18	13	14
296. Umbiram	41	23	64	34	22	56	24	16	40	38	25
297. Veresdale	33	33	66	28	30	58	21	22	43	29	30
298. Wallangarra	53	37	90	37	29	66	28	16	44	...	...
299. Walloon	47	63	110	41	54	95	30	39	69	52	70
300. Warner	50	40	90	42	33	75	29	20	49	50	46
301. Warra	40	17	57	34	16	50	27	12	39	...	...
302. Warrill Creek	23	34	57	18	26	44	13	14	27	22	29
WARWICK—											
303. East	132	77	209	97	61	158	71	44	115	117	76
304. West—Boys	199	...	199	159	...	159	135	...	135	204	...
305. „ Girls and Infants	74	214	288	54	191	245	40	141	181	83	230
306. Waterford	85	65	150	70	54	124	54	34	88	71	59
307. Watsonville	19	18	37	15	15	30	10	11	21	25	24
308. Wellington Point	41	22	63	30	20	50	21	15	36	48	37
309. Westwood	60	54	114	49	49	98	35	36	71	58	58
310. Winton	64	52	116	47	37	84	36	28	64	57	45
311. Wivenhoe	11	18	29	17	16	33	12	11	23	25	22
312. Woodford	43	23	66	35	21	56	22	13	35	34	20
313. Woongarra	45	48	93	36	41	77	27	31	58	42	40
314. Yaamba	14	30	44	9	19	28	6	15	21	18	26
315. Yangan	57	56	113	42	49	91	32	39	71	63	56
316. Yengarie	76	59	135	67	47	114	57	36	93	83	63
317. Yeppoon	23	25	48	23	25	48	18	19	37	...	...
318. Yeronga	162	128	290	120	97	217	79	60	139	166	152
319. Yeulba	62	64	126	57	53	110	40	36	76	80	71
320. Zillmere	115	103	218	90	86	176	63	61	124	95	99
PROVISIONAL SCHOOLS.											
1. Acrobat Creek	35	39	74	24	32	56	16	22	38	...	...
2. Adavale	16	17	33	11	11	22	7	8	15	13	8
3. Alpha	12	23	35	8	20	28	6	15	21	12	19
4. Anakie	13	19	32	12	15	27	10	12	22	19	14
5. Andromache	6	9	15	6	9	15	6	8	14	...	...
6. Apple-tree Creek	22	15	37	17	12	29	10	8	18	23	13
7. Arrilalah	6	6	12	6	6	12	4	5	9	...	...
8. Atkinson's Lagoon	13	11	24	11	10	21	9	8	17	11	10
9. Augathella	29	34	63	24	26	50	21	21	42	20	18
10. Baffle Creek No. 1	5	4	9	4	3	7	3	3	6	3	4
11. Baffle Creek No. 2	2	6	8	2	6	8	2	6	8	2	6
12. Bajool	6	12	18	6	9	15	5	8	13	6	9
13. Beauaraba	33	28	61	23	24	47	15	15	30	24	28
14. Belivah	10	19	29	8	16	24	4	10	14	7	21
15. Blackall Range	6	8	14	5	6	11	4	4	8	6	10
16. Blackfellow's Creek	16	11	27	15	9	24	9	6	15	18	10
17. Black Gully	6	5	11	5	4	9	3	3	6	6	8
18. Black Jack	73	57	130	56	37	93	37	22	59	78	47
19. Blackwater	13	12	25	11	9	20	9	7	16	15	17
20. Blantyre	23	28	51	21	22	43	16	17	33	22	21
21. Blaxland	14	10	24	12	9	21	9	7	16	8	7
22. Bollon	9	19	28	9	18	27	7	15	22	10	21
23. Boolburra	19	21	40	18	20	38	16	18	34	21	21
24. Boulia	7	6	13	7	6	13	5	6	11	...	...
25. Boyne River	8	5	13	8	5	13	5	3	8	...	...
26. Brandon	6	19	25	5	16	21	4	11	15	8	18

and Cost of MAINTENANCE during 1889—continued.

					STAFF OF INSTRUCTORS, 1889.						EXPENDITURE, 1889.						
Quarterly Statement.		Average Daily Attendance.			Teachers.				Pupil Teachers.		Total.	Salaries and Allowances.	Building, Furnishing, and Repairs.	Remarks.			
					Males.		Females.										
Girls.	Total.	Boys.	Girls.	Total.	Masters.	Assistant.	Mistresses.	Assistant.	Males.	Females.		£	s.	d.	£	s.	d.
134	333	158	106	264	1	1	...	5	2	1	10	1,201	3	3	570	10	3
74	167	75	56	131	1	...	...	...	1	3	5	483	8	5	2	10	0
...	167	130	...	130	1	2	...	...	2	...	5	1,489	14	6	13	12	0
246	326	56	183	239	...	...	1	4	...	3	8						
...	187	146	...	146	1	2	...	...	2	...	5	1,648	11	8	15	1	10
160	160	...	119	119	...	...	1	3	...	...	4						
118	197	58	86	144	...	...	1	4	...	...	5						
46	76	22	33	55	1	...	...	...	1	...	2	261	15	2	4	14	6
...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
59	125	49	46	95	1	1	...	1	...	1	4	491	11	5	...	...	...
158	319	111	104	215	1	2	...	2	...	4	9	824	2	6	6	19	4
...	179	139	...	139	1	3	...	...	...	...	4	1,329	4	5	550	11	9
205	290	61	146	207	...	...	1	2	...	4	7						
24	44	14	19	33	1	...	...	...	1	2	2	239	9	7	...	...	...
228	485	197	165	362	1	2	...	5	...	2	10	1,136	7	6	24	4	0
12	24	9	7	16	1	...	...	...	...	...	1	100	10	10	...	...	...
21	53	22	15	37	1	...	...	...	...	1	2	...	...	...	34	0	0
37	69	25	29	54	1	...	...	...	1	...	2	228	11	8	74	0	0
...	...	...	...	...	1	...	...	...	...	1	2	62	13	5	678	5	6
59	105	34	42	76	1	...	...	1	...	1	3	355	9	2	6	8	3
35	74	26	20	46	1	...	...	...	...	1	2	221	3	9	...	...	...
...	...	...	...	...	1	...	...	1	...	...	2	214	14	2	104	2	6
24	40	9	15	24	1	...	...	...	...	...	1	141	8	1	34	4	7
...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
60	153	73	46	119	1	1	...	...	2	1	5	573	1	5	18	17	0
...	165	139	...	139	1	3	...	...	...	...	4	1,428	4	7	9	17	1
211	274	49	169	218	...	...	1	3	...	3	7						
44	105	46	27	73	1	1	...	...	1	1	4	387	14	3	360	10	0
19	38	16	16	32	1	...	...	...	...	...	1	158	18	3	17	12	6
24	56	23	17	40	1	...	...	...	...	1	2	190	5	4	11	10	0
44	90	28	28	56	1	1	...	...	...	...	2	292	0	8	5	16	0
36	81	34	28	62	1	1	...	1	...	...	3	434	6	8	527	10	0
21	42	16	16	32	1	...	...	1	...	...	2	192	10	2	24	6	0
22	55	22	15	37	1	...	...	...	...	...	1	193	16	0	...	...	...
32	65	23	22	45	1	...	...	...	1	...	2	180	12	0	57	16	0
24	37	10	21	31	...	...	1	...	...	...	1	175	8	9	...	...	...
49	100	43	41	84	1	...	...	1	1	...	3	329	9	5	4	15	0
56	129	61	42	103	1	...	...	...	1	2	4	439	16	2	29	5	9
...	...	...	...	...	1	...	...	...	...	...	1	65	12	11	614	8	6
112	231	80	68	148	1	1	...	2	...	1	5	576	3	0	16	15	0
51	103	38	38	76	1	...	...	1	...	1	3	338	14	10	30	18	0
78	159	60	58	118	1	...	...	1	1	1	4	454	5	3	0	8	6
...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	1	...	...	...	...	...	1	61	0	1	...	...	Opened 10th June, 1889
8	21	10	6	16	...	...	1	...	...	...	1	81	2	8	...	...	...
16	26	7	12	19	...	...	1	...	...	...	1	63	19	10	...	...	...
11	22	9	9	18	1	...	...	...	...	...	1	62	0	6	...	...	...
...	...	...	...	...	1	...	...	...	...	...	1	48	7	10	...	...	...
11	33	16	8	24	1	...	...	...	...	...	1	88	11	8	...	...	Opened 15th July, 1889
...	...	...	...	...	1	...	...	...	...	...	1	31	11	6	...	...	...
9	19	7	7	14	1	...	...	...	...	...	1	62	1	5	...	...	Opened 1st Oct., 1889
13	27	13	13	26	1	...	...	...	...	...	1	94	15	0	...	...	...
4	7	3	4	7	...	...	1	...	...	...	1	...	...	...	...	...	...
6	8	2	5	7	...	...	...	...	...	...	1	34	2	6	...	...	...
8	14	6	7	13	1	...	...	...	...	...	1	80	2	1	...	...	...
23	47	14	14	28	1	...	...	...	...	...	1	85	1	2	...	...	Closed 1st Nov., 1889
19	26	4	12	16	1	...	...	...	...	...	1	80	11	9	...	...	...
8	13	4	7	11	...	...	1	...	...	...	1	48	5	6	...	...	...
30	26	8	6	14	...	...	1	...	...	...	1	75	6	0	...	...	...
5	11	3	3	6	1	...	...	...	...	...	1	0	2	5	...	...	...
30	95	37	26	63	1	...	...	...	...	1	2	224	13	11	50	0	0
11	23	10	9	19	...	...	1	...	...	...	1	75	5	9	...	...	...
59	37	14	16	30	1	...	...	...	...	...	1	107	6	10	2	5	4
6	14	7	5	12	...	...	1	...	...	...	1	66	8	9	...	...	...
18	27	8	15	23	1	...	...	...	...	...	1	106	6	6	...	...	...
19	37	16	16	32	1	...	...	...	...	...	1	112	11	9	...	...	...
...	...	...	...	...	1	...	...	...	...	...	1	49	3	11	...	...	Opened 7th Oct., 1889
...	...	...	...	...	...	...	1	...	...	...	1	19	10	1	...	...	Re-opened 17th June, 1889
18	20	2	13	15	...	...	1	...	...	...	1	75	7	7	...	...	...

### LIST of PROVISIONAL SCHOOLS, with the ATTENDANCE

SCHOOLS.				ATTENDANCE, 1880.									Annual Earn	
				Annual Enrolment.			Mean Quarterly Enrolment.			Average Daily Attendance.				
				Boys.	Girls.	Total.	Boys.	Girls.	Total.	Boys.	Girls.	Total.		
PROVISIONAL SCHOOLS—continued.				18	10	28	14	9	23	9	5	14	15	12
27. Bromelton	...	...	...	17	13	30	13	11	24	8	6	14	14	16
28. Brown's Plains	...	...	...	10	10	20	9	6	15	8	5	13	22	10
29. Brushy Creek	...	...	...	12	9	21	11	9	20	7	6	13	...	...
30. Bucca Crossing	...	...	...	11	10	21	11	10	21	8	8	16	...	...
31. Bunburra	...	...	...	15	18	33	11	13	24	7	9	16	11	15
32. Bundall	...	...	...	15	14	29	11	7	18	6	4	10	14	7
33. Bungeworgorai	...	...	...	8	16	24	8	12	20	6	10	16	8	10
34. Bunya Creek	...	...	...	10	9	19	7	6	13	4	4	8	13	14
35. Bunya Sawmills	...	...	...	3	5	8	3	5	8	2	5	7	4	7
36. Bustard Head	...	...	...	7	14	21	5	10	15	4	7	11	5	15
37. Calliope River	...	...	...	19	11	30	15	9	24	13	6	19	21	13
38. Cambooya	...	...	...	11	11	22	10	10	20	7	7	14	12	12
39. Campbellville	...	...	...	5	5	10	5	5	10	4	3	7	5	7
40. Caningera	...	...	...	10	12	22	8	10	18	5	6	11	...	...
41. Caningera Upper	...	...	...	9	10	19	9	10	19	7	8	15	8	9
42. Canning Creek	...	...	...	22	18	40	20	16	36	15	12	27	...	...
43. Capalaba	...	...	...	3	5	8	3	5	8	2	4	6	...	...
44. Cape Bowling Green	...	...	...	19	30	49	17	25	42	11	17	28	18	32
45. Capella	...	...	...	8	8	16	7	7	14	6	5	11	7	6
46. Cape Moreton	...	...	...	28	29	57	20	21	41	13	13	26	...	...
47. Childers	...	...	...	21	18	39	17	16	33	10	9	19	12	8
48. Christmas Creek	...	...	...	11	14	25	9	13	22	8	13	21	10	14
49. Clarendon	...	...	...	18	20	38	11	14	25	10	12	22	19	21
50. Cloncurry	...	...	...	10	16	26	10	15	25	7	11	18	9	14
51. Clyde Creek	...	...	...	26	21	47	22	19	41	13	14	27	21	17
52. Cobb's Camp	...	...	...	27	20	47	23	17	40	15	10	25	30	21
53. Coningsby	...	...	...	27	16	43	18	12	30	11	8	19	10	8
54. Coochin Creek	...	...	...	20	16	36	15	12	27	11	6	17	15	17
55. Cootharaba	...	...	...	28	27	55	22	20	42	14	15	29	19	18
56. Craiglie	...	...	...	20	19	39	21	22	43	15	14	29	27	20
57. Crocodile Creek	...	...	...	29	18	47	21	9	30	13	4	17	28	18
58. Currajong Creek	...	...	...	12	20	32	9	17	26	9	19	28	7	17
59. Dahmongah	...	...	...	8	6	14	7	5	12	6	3	9	...	...
60. Dalma	...	...	...	17	16	33	15	15	30	12	13	25	15	14
61. Dalrymple Creek	...	...	...	13	10	23	12	9	21	8	7	15	17	10
62. Deborah	...	...	...	17	13	30	16	9	25	11	6	17	16	16
63. Diddillibah	...	...	...	25	18	43	19	15	34	16	13	29	25	17
64. Dingo	...	...	...	15	13	28	11	10	21	9	8	17	13	11
65. Double Barrel	...	...	...	5	5	10	5	5	10	5	4	9	6	5
66. Double Island Point	...	...	...	15	15	30	13	13	26	10	10	20	14	10
67. Douglas Creek	...	...	...	23	17	40	17	13	30	12	8	20	23	17
68. Drummer's Creek	...	...	...	24	14	38	20	11	31	17	8	25	24	19
69. Duaringa	...	...	...	11	10	21	10	10	20	8	8	16	...	...
70. Dundas	...	...	...	18	23	41	13	18	31	10	15	25	21	23
71. Dundathu	...	...	...	15	16	31	13	15	28	11	13	24	25	18
72. Dunmora	...	...	...	10	12	22	8	9	17	6	8	14	15	11
73. East Prairie	...	...	...	12	8	20	10	16	26	6	12	18	10	16
74. Eel Creek	...	...	...	111	105	216	65	63	128	64	58	122	...	...
75. Eidsvold	...	...	...	16	16	32	13	10	23	9	7	16	12	14
76. Eight-mile Plains	...	...	...	34	17	51	28	14	42	19	9	28	26	16
77. Elbow Valley	...	...	...	11	15	26	7	13	20	5	10	15	9	13
78. Ellangowan	...	...	...	21	8	29	17	8	25	14	6	20	16	8
79. Elphinstone	...	...	...	9	11	20	9	11	20	8	8	16	...	...
80. Endeavour Sawmills	...	...	...	9	10	19	9	10	19	7	7	14	13	15
81. Eulo	...	...	...	23	16	39	19	14	33	12	10	22	...	...
82. Euthulla	...	...	...	17	14	31	16	13	29	11	11	22	17	18
83. Eylvinton	...	...	...	16	14	30	15	14	29	10	10	20	13	14
84. Fairhill	...	...	...	15	8	23	14	8	22	11	6	17	14	9
85. Fairview	...	...	...	30	23	53	25	21	46	16	15	31	32	23
86. Farm Creek	...	...	...	12	10	22	9	10	19	6	8	14	14	12
87. Five-mile Water	...	...	...	12	6	18	10	6	16	8	5	13	11	6
88. Flaggy	...	...	...	14	13	27	10	10	20	7	6	13	14	15
89. Flagstone Creek	...	...	...	2	4	6	2	4	6	2	4	6	2	3
90. Flat-top	...	...	...	12	10	22	9	8	17	7	4	11	11	9
91. Forbes Creek	...	...	...	31	31	62	34	20	44	17	14	31	25	24
92. Gin Gin	...	...	...	14	9	23	12	18	30	9	15	24	9	12
93. Gladfield	...	...	...	15	14	29	13	12	25	9	7	16	15	12
94. Glastonbury Creek	...	...	...	13	9	21	10	7	17	8	5	13	15	12
95. Glenbar	...	...	...	12	4	16	...	...	15	2	8	12	12	...
96. Goganjo	...	...	...	28	28	56	...	...	...	...	...	...	...	...
97. Gomoron	...	...	...	10	...	...	...	...	...	...	...	...	...	...
98. Graceville	...	...	...	...	...	...	...	...	...	...	...	...	...	...
99. Gramzow	...	...	...	...	...	...	...	...	...	...	...	...	...	...

and Cost of MAINTENANCE during 1889—continued.

STAFF OF INSTRUCTORS, 1889.											EXPENDITURE, 1889.		Remarks.
Daily nt.	Average Daily Attendance.			Teachers.				Pupil Teachers.		Total.	Salaries and Allowances.	Building, Furnishing, and Repairs.	
				Males.		Females.		Males.	Females.				
	Total.	Boys.	Girls.	Total.	Masters.	Assistants.	Mistresses.						
25	10	7	17	...	...	1	...	...	...	1	£ s. d. 65 17 11	£ s. d.	Opened 26th Aug., 1889 Opened 8th July, 1889
22	7	8	15	1	...	...	...	...	...	1	74 11 4	...	
22	11	5	16	1	...	...	...	...	...	1	74 3 8	...	
...	...	...	...	1	...	...	1	...	...	1	28 1 2	...	
...	...	...	...	...	...	...	1	...	...	1	40 4 2	...	Opened 21st Jan., 1889 Opened 21st Jan., 1889 Re-opened 1st April, 1889
21	6	8	14	1	...	...	...	...	...	1	78 6 0	...	
18	8	4	12	...	...	1	...	...	...	1	52 4 7	...	
20	7	10	17	...	...	1	...	...	...	1	53 17 11	...	
21	8	8	16	...	...	...	...	...	...	...	80 8 1	...	Opened 28th Jan., 1889
7	2	4	6	...	...	1	...	...	...	1	28 0 10	...	
19	4	10	14	1	...	...	...	...	...	1	102 5 10	2 2 0	
31	16	9	25	1	...	...	...	...	...	1	71 5 8	...	
23	7	8	15	1	...	...	...	...	...	1	76 15 1	...	Opened 5th Mar., 1889
11	4	5	9	...	...	1	...	...	...	1	42 1 8	...	
...	...	...	...	...	...	1	...	...	...	1	71 8 1	...	
16	6	7	13	1	...	...	...	...	...	1	86 4 1	...	
...	...	...	...	1	...	...	...	...	...	1	118 18 7	0 10 0	Opened 15th July, 1889
...	...	...	...	...	...	1	...	...	...	1	17 13 0	...	
44	12	19	31	1	...	...	...	...	...	1	70 14 3	...	
11	5	6	11	...	...	1	...	...	...	1	43 10 7	...	
...	...	...	...	1	...	...	...	...	...	1	89 10 0	...	Opened 1st April, 1889
18	8	5	13	...	...	1	...	...	...	1	57 0 9	...	
20	6	11	17	...	...	1	...	...	...	1	66 13 2	...	
32	10	14	24	...	...	1	...	...	...	1	99 16 0	6 5 4	
22	7	10	17	...	...	1	...	...	...	1	66 6 1	...	Opened 7th Oct., 1889
32	13	11	24	1	...	...	...	...	...	1	54 16 4	...	
30	18	11	29	1	...	...	...	...	...	1	125 17 5	...	
18	8	6	14	1	...	...	...	...	...	1	81 8 10	...	
24	9	8	17	...	...	1	...	...	...	1	66 10 10	...	Opened 4th Feb., 1889
25	10	12	22	...	...	1	...	...	...	1	81 3 6	...	
47	19	14	33	1	...	...	...	...	...	1	111 13 8	...	
35	14	8	22	...	...	1	...	...	...	1	74 6 2	...	
21	3	9	12	...	...	1	...	...	...	1	58 1 9	...	Opened 21st Jan., 1889
...	...	...	...	1	...	...	...	...	...	1	46 7 3	...	
28	12	11	23	...	...	1	...	...	...	1	68 2 3	...	
22	9	7	16	1	...	...	...	...	...	1	71 2 11	...	
24	10	6	16	1	...	...	...	...	...	1	81 2 5	...	Opened 21st Jan., 1889
42	19	13	32	1	...	...	...	...	...	1	94 16 5	...	
19	7	8	15	1	...	...	...	...	...	1	90 15 5	...	
8	5	3	8	...	...	1	...	...	...	1	40 18 9	...	
23	11	8	19	...	...	1	...	...	...	1	75 11 10	...	Opened 21st Jan., 1889
33	13	8	21	1	...	...	...	...	...	1	84 16 6	...	
36	18	10	28	...	...	1	...	...	...	1	76 5 10	...	
...	...	...	...	...	...	1	...	...	...	1	37 12 4	...	
37	13	17	30	1	...	...	...	...	...	1	110 7 5	...	Opened 21st Jan., 1889
33	15	13	28	1	...	...	...	...	...	1	104 4 11	...	
23	9	10	19	...	...	1	...	...	...	1	77 15 0	...	
24	7	13	20	1	...	...	...	...	...	1	87 11 5	...	
...	...	...	...	1	...	...	2	...	...	3	119 7 2	...	Opened 21st Jan., 1889
16	7	5	12	1	...	...	...	...	...	1	82 19 10	...	
38	16	12	28	1	...	...	...	...	...	1	106 2 1	...	
21	6	9	15	...	...	1	...	...	...	1	66 2 4	...	
23	13	7	20	...	...	1	...	...	...	1	68 9 6	...	Opened 21st Jan., 1889
...	...	...	...	...	...	1	...	...	...	1	15 4 0	...	
21	8	9	17	...	...	1	...	...	...	1	85 17 8	...	
...	...	...	...	...	...	1	...	...	...	1	65 18 3	...	
26	10	10	20	...	...	1	...	...	...	1	80 2 11	...	Opened 21st Jan., 1889
26	8	10	18	1	...	...	...	...	...	1	84 4 9	...	
19	10	5	15	1	...	...	...	...	...	1	81 10 6	...	
44	17	14	31	...	...	1	...	...	...	1	82 10 4	...	
25	11	9	20	...	...	1	...	...	...	1	67 4 1	...	Opened 21st Jan., 1889
16	9	5	14	1	...	...	...	...	...	1	61 3 7	...	
28	6	8	14	1	...	...	...	...	...	1	81 4 2	...	
5	2	3	5	...	...	1	...	...	...	1	24 18 1	...	
12	7	7	14	...	...	1	...	...	...	1	65 8 1	...	Opened 21st Jan., 1889
...	...	...	...	...	...	...	...	...	...	1	103 7 7	...	
16	11	23	1	...	...	...	...	...	...	1	86 17 0	...	
8	16	22	1	...	...	...	...	...	...	1	65 18 11	...	
...	...	...	...	...	...	...	...	...	...	1	80 14 0	...	Opened 21st Jan., 1889
18	1	...	...	...	...	...	...	...	...	1	60 19 0	...	
...	...	...	...	...	...	1	...	...	...	1	73 13 8	162 4 0	
...	...	...	...	1	...	...	...	...	...	1	83 10 1	...	
...	...	...	...	1	...	...	...	...	...	1	80 8 6	...	



LIST OF PROVISIONAL SCHOOLS, with the ATTENDANCE

SCHOOLS.	ATTENDANCE, 1889.									Annual Em	
	Annual Enrolment.			Mean Quarterly Enrolment.			Average Daily Attendance.				
	Boys.	Girls.	Total.	Boys.	Girls.	Total.	Boys.	Girls.	Total.	Boys.	Girls.
PROVISIONAL SCHOOLS—continued.											
100. Greenwood	6	5	11	5	4	9	5	3	8	5	11
101. Gunalda	25	20	45	24	18	42	17	12	29	28	26
102. Gundiah	18	14	32	15	11	26	11	8	19	16	22
103. Habana	14	8	22	11	6	17	7	3	10	17	7
104. Halifax	28	27	55	21	22	43	14	14	28	20	21
105. Hampden	22	18	40	19	16	35	11	9	20	22	17
106. Helidon	30	19	49	23	15	38	16	11	27	18	17
107. Hermitage	34	25	59	28	21	49	21	16	37	25	20
108. Hodgson	12	13	25	11	12	23	9	9	18	14	13
109. Horton	31	29	60	22	20	42	12	10	22	39	28
110. Boughton Valley	14	8	22	11	6	17	9	6	15	14	7
111. Humpy Bong	9	11	20	7	10	17	5	8	13	17	14
112. Inskip Point	9	8	17	7	7	14	7	4	11	8	11
113. Irvinebank	28	24	52	21	20	41	15	17	32	28	27
114. Irvingdale	15	11	26	11	9	20	7	6	13	14	12
115. Isis North	19	13	32	17	11	28	10	7	17	14	11
116. „ River	18	8	26	12	5	17	7	3	10	12	6
117. „ Scrub South	19	21	40	16	17	33	11	12	23	18	21
118. Isistown	5	10	15	4	7	11	4	5	9	11	16
119. Jericho	20	25	45	15	19	34	11	13	24	28	30
120. Jimbour	14	14	28	11	13	24	9	11	20	14	14
121. Jondowale	18	19	37	15	18	33	12	15	27	12	13
122. Kedron, Upper	13	6	19	9	5	14	8	4	12	15	7
123. Kerry	15	15	30	15	14	29	9	9	18	15	14
124. Kilcoy	16	12	28	15	11	26	11	7	18	16	11
125. Kilkivan Junction	15	8	23	12	9	21	11	7	18	...	...
126. Kincora	23	11	34	20	11	31	14	9	23	18	15
127. Kingsborough	11	11	22	9	10	19	7	8	15	12	8
128. King's Creek	28	21	49	25	18	43	16	9	25	28	18
129. Kingsford (Wadleigh)	1	5	6	1	5	6	1	5	6	1	5
130. Kington	13	9	22	11	9	20	8	7	15	18	16
131. Knapp's Creek	16	10	26	14	9	23	9	7	16	11	11
132. Kobbie Creek	18	24	42	14	19	33	9	12	21	15	18
133. Koumala	10	11	21	9	11	20	7	8	15	...	...
134. Lagoon Creek	15	15	30	10	12	22	6	8	14	17	16
135. Lagoon Pocket	19	12	31	16	10	26	11	6	17	20	16
136. Lake's Creek	51	59	110	47	53	100	35	39	74	57	65
137. Laura	16	9	25	14	6	20	13	5	18	...	...
138. Lilymere	12	8	20	8	6	14	9	2	11	4	8
139. Limestone Ridges	14	7	21	13	6	19	11	5	16	14	4
140. Logan Reserve	20	18	38	17	15	32	12	10	22	17	13
141. „ Village	24	23	47	21	20	41	15	15	30	23	23
142. Lucky Valley	10	14	24	9	12	21	26	45	71	9	11
143. Macrossan Bridge	43	21	64	35	16	51	23	12	35	43	23
144. Marian Mill	33	20	53	27	14	41	17	9	26	27	15
145. Maroochy	32	29	61	21	21	42	12	11	23	13	11
146. Marton	11	6	17	10	7	17	8	6	14	11	14
147. Maudsland	15	15	30	14	13	27	8	6	14	18	13
148. Melluna Creek	21	32	53	19	27	46	14	20	34	10	12
149. Melrose	17	7	24	10	6	16	6	3	9	15	8
150. Milford	30	32	62	24	29	53	17	19	36	27	31
151. Milo	11	6	17	9	6	15	8	5	13	11	9
152. Miva	22	13	35	17	10	27	11	6	17	15	18
153. Mocatty's Corner	16	13	29	14	10	24	9	6	15	16	11
154. Moggill	28	15	43	21	12	33	16	9	25	26	13
155. Moolboolaman	16	11	27	12	9	21	10	6	16	13	10
156. Mooloolah Bridge	15	24	39	10	14	24	6	8	14	10	13
157. „ Plains	17	12	29	12	10	22	8	6	14	20	15
158. Moondoolan	2	15	17	2	13	15	2	11	13	6	14
159. Morlagaran	4	2	6	4	2	6	4	2	6	4	2
160. Morinish	6	7	13	6	7	13	5	6	11	8	5
161. Mountain View	25	21	46	20	19	39	13	13	26	24	22
162. Mount Albion	37	28	65	26	19	45	20	13	33	14	8
163. Mount Alford	12	12	24	10	11	21	6	8	14	16	8
164. Mount Berryman	10	9	19	9	8	17	7	6	13	16	13
165. Mount Bopple	15	5	20	13	5	18	11	4	15	14	4
166. Mount Britten	7	12	19	6	11	17	5	8	13	7	11
167. Mount Cotton	13	12	25	10	9	19	7	7	14	17	13
168. Mount Crosby	17	18	35	13	13	26	9	9	18	20	17
169. Mount Flinders	3	6	9	2	4	6	2	4	6	5	5
170. Mount French	15	11	26	14	11	25	9	8	17	10	11
171. Mount Hedlow	21	18	39	20	15	35	12	10	22	22	20
172. Mount Kent	25	27	52	23	23	46	13	14	27	24	25
173. Mount Larcombe	6	10	16	7	9	16	5	7	12	7	8

closed.

ED. and Cost of MAINTENANCE during 1889.

					STAFF OF INSTRUCTORS, 1889.										EXPENDITURE, 1889.		Remarks.
Quarterly Enrollment.		Average Daily Attendance.			Teachers.				Pupil Teachers.		Total.	Salaries and Allowances.	Building, Furnishing, and Repairs.				
Girls.	Total.	Boys.	Girls.	Total.	Males.		Females.		Males.	Females.							
					Masters.	Assistants.	Mistresses.	Assistants.									
4	9	4	4	8	...	...	1	...	...	...	1	£ s. d.	£ s. d.	Closed 23rd Feb., 1889			
22	48	19	15	34	...	...	1	...	...	...	1	51 11 5					
14	29	11	9	20	1	...	...	...	...	...	1	93 1 11					
6	15	6	5	11	...	...	1	...	...	...	1	82 5 2					
16	31	11	11	22	1	...	...	...	...	...	1	51 12 3					
16	35	14	12	26	...	...	1	...	...	...	1	100 6 9	27 10 0				
16	33	12	11	23	1	...	...	...	...	...	1	71 11 6					
19	40	15	14	29	1	...	...	...	...	...	1	91 17 3	0 5 0				
10	20	7	7	14	1	...	...	...	...	...	1	...	...				
23	50	13	13	26	1	...	...	...	...	...	1	91 18 10					
6	17	9	5	14	...	...	1	...	...	...	1	82 2 1					
11	22	6	8	14	...	...	1	...	...	...	1	58 3 4					
8	15	7	6	13	...	...	1	...	...	...	1	46 5 10					
22	47	17	15	32	1	...	...	...	...	...	1	46 4 1					
12	24	9	9	18	1	...	...	...	...	...	1	201 13 4					
10	23	10	8	18	1	...	...	...	...	...	1	80 9 6					
4	15	9	3	12	...	...	1	...	...	...	1	83 9 1					
19	34	10	14	24	1	...	...	...	...	...	1	60 6 3					
13	20	5	10	15	1	...	...	...	...	...	1	90 19 10					
21	41	15	15	30	...	...	1	...	...	...	1	71 19 4					
13	26	11	11	22	...	...	1	...	...	...	1	75 18 5					
13	25	11	11	22	...	...	1	...	...	...	1	66 5 2					
6	17	8	5	13	1	...	...	...	...	...	1	69 16 10					
13	27	10	9	19	1	...	...	...	...	...	1	76 11 0					
10	25	13	8	21	...	...	1	...	...	...	1	76 19 0					
					1	...	...	...	...	...	1	66 15 2					
14	29	12	11	23	1	...	...	...	...	...	1	65 3 8	...				
7	18	10	7	17	...	...	1	...	...	...	1	90 17 3	Opened 19th Mar., 1889				
15	38	18	11	29	...	...	1	...	...	...	1	85 8 1	17 10 6				
5	6	1	5	6	...	...	1	...	...	...	1	84 7 3					
12	26	11	10	21	1	...	...	...	...	...	1	48 11 10					
10	19	7	9	16	...	...	1	...	...	...	1	83 19 3					
17	29	7	10	17	1	...	...	...	...	...	1	60 12 3					
					1	...	...	...	...	...	1	81 0 9					
13	27	8	9	17	...	...	1	...	...	...	1	62 1 1	...				
10	27	10	5	15	...	...	1	...	...	...	1	66 16 1	Opened 6th May, 1889				
53	99	36	38	74	1	...	...	1	...	1	3	66 14 5					
					...	...	1	...	...	...	1	246 13 6					
8	12	6	7	13	...	...	1	...	...	...	1	69 15 1	...				
4	17	12	3	15	...	...	1	...	...	...	1	60 16 7	Opened 19th Mar., 1889				
12	26	9	7	16	...	...	1	...	...	...	1	65 19 11					
18	38	16	14	30	...	...	1	...	...	...	1	57 0 11					
11	20	8	10	18	...	...	1	...	...	...	1	85 19 0					
18	49	20	13	33	1	...	...	...	...	...	1	65 12 4					
14	38	13	8	21	1	...	...	...	...	...	1	121 7 11					
11	21	6	8	14	1	...	...	...	...	...	1	68 14 2					
12	20	7	10	17	...	...	1	...	...	...	1	71 14 2					
13	28	9	8	17	1	...	...	...	...	...	1	76 0 11					
12	21	7	8	15	...	...	1	...	...	...	1	80 10 1					
8	22	11	6	17	...	...	1	...	...	...	1	77 11 11					
28	51	17	20	37	1	...	...	...	...	...	1	59 1 2					
9	19	7	7	14	...	...	1	...	...	...	1	110 11 0					
12	24	10	8	18	1	...	...	...	...	...	1	50 17 1					
9	22	10	8	18	...	...	1	...	...	...	1	80 14 0					
11	36	19	8	27	1	...	...	...	...	...	1	65 12 6					
10	23	9	8	17	1	...	...	...	...	...	1	90 15 2	51 10 6				
9	18	7	7	14	...	...	1	...	...	...	1	73 5 0					
11	27	10	7	17	1	...	...	...	...	...	1	65 19 2					
12	16	4	12	16	1	...	...	...	...	...	1	81 15 1					
2	6	4	2	6	...	...	...	...	...	...	...	82 0 5					
5	13	7	5	12	1	...	...	...	...	...	1	5 13 9					
17	37	11	11	22	1	...	...	...	...	...	1	60 7 0					
8	22	12	5	17	1	...	...	...	...	...	1	88 15 2					
6	15	9	6	15	...	...	1	...	...	...	1	150 15 6	724 10 3				
9	22	8	6	14	...	...	1	...	...	...	1	65 13 10					
4	16	11	4	15	1	...	...	...	...	...	1	67 6 8					
11	17	4	9	13	...	...	1	...	...	...	1	82 0 2					
11	24	9	7	16	1	...	...	...	...	...	1	64 13 3					
15	30	9	10	19	1	...	...	...	...	...	1	74 5 2					
4	8	4	4	8	...	...	1	...	...	...	1	80 14 8					
10	20	7	9	16	...	...	1	...	...	...	1	35 17 7					
17	36	10	10	20	1	...	...	...	...	...	1	66 8 3					
23	43	12	14	26	...	...	1	...	...	...	1	89 7 6					
8	15	6	7	13	...	...	1	...	...	...	1	78 4 7	420 0 0				

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LIST of PROVISIONAL SCHOOLS, with the ATTENDANCE, STA

ATTENDANCE, 1889.												A	
Annual Enrolment.			Mean Quarterly Enrolment.			Average Daily Attendance.			Annual Enrolme				
Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total	Boys	Girls			
PROVINCIAL SCHOOLS—continued.													
10	11	21	10	11	21	7	8	15	10	9			
19	24	43	18	18	36	11	10	21	17	21			
16	13	29	16	12	28	11	9	20	15	12			
14	13	27	12	10	22	9	6	15	15	11			
21	20	41	17	14	31	11	8	19	11	11			
13	12	25	12	11	23	10	8	18	14	14			
7	10	17	6	7	13	5	6	11					
32	29	61	27	22	49	20	14	34	33	32			
13	8	21	11	8	19	7	6	13	10	7			
24	24	48	17	15	32	12	10	22	23	18			
19	30	49	11	19	30	5	11	16	12	14			
12	8	20	10	6	16	8	4	12	16	13			
19	16	35	15	13	28	9	10	19	20	15			
24	28	52	21	22	43	15	14	29	23	24			
16	17	33	16	17	33	10	10	20	13	16			
10	13	23	10	11	21	7	9	16					
11	15	26	9	13	22	6	10	16					
20	16	36	16	14	30	10	8	18	19	16			
25	13	38	19	7	26	12	4	16	21	10			
8	10	18	7	9	16	6	7	13	8	11			
20	21	41	14	19	33	10	14	24	16	20			
8	8	16	9	7	16	6	5	11	7	8			
12	13	25	11	12	23	8	9	17	15	11			
31	22	53	25	18	43	18	13	31	23	19			
11	9	20	11	8	19	10	7	17					
14	15	29	14	15	29	9	8	17	30	29			
16	13	29	16	11	27	9	6	15	9	10			
14	18	32	12	14	26	10	12	22	11	15			
11	5	16	11	5	16	9	4	13	10	7			
21	21	42	20	19	39	15	15	30	20	23			
35	21	56	24	13	37	15	8	23	18	12			
11	12	23	10	10	20	6	8	14					
18	20	38	14	15	29	11	11	22	22	23			
10	8	18	10	6	16	7	5	12	10	8			
6	11	17	5	9	14	3	7	10	6	10			
13	11	24	13	9	22	10	7	17	12	8			
12	8	20	11	5	16	9	4	13					
12	6	18	12	6	18	9	5	14					
19	12	31	14	8	22	9	5	14	18	10			
10	10	20	10	10	20	9	8	17	9	11			
12	16	28	9	12	21	6	8	14	18	14			
12	17	29	11	13	24	7	7	14	22	24			
35	43	78	25	31	56	18	24	42					
7	11	18	7	10	17	5	8	13	8	9			
13	15	28	12	13	25	8	8	16					
17	26	43	14	18	32	10	13	23	21	21			
9	9	18	7	7	14	6	7	13	7	9			
14	10	24	13	9	22	9	7	16	18	10			
8	11	19	6	10	16	5	9	14	7	9			
10	9	19	7	5	12	2	3	5	9	12			
23	20	43	23	20	43	18	16	34					
22	8	30	20	7	27	12	5	17	25	7			
14	9	23	13	7	20	8	4	12	15	9			
14	17	31	11	13	24	9	10	19	12	13			
28	26	54	20	21	41	13	13	26	23	19			
27	32	59	21	28	49	14	18	32	23	32			
9	8	17	8	7	15	6	5	11	11	12			
16	8	24	19	9	28	12	5	17	16	10			
7	9	16	6	9	15	6	7	13					
18	15	33	16	14	30	9	7	16	22	19			
26	33	59	20	28	48	12	20	32	23	33			
8	7	15	8	7	15	7	6	13	10	10			
20	14	34	15	11	26	8	7	15	20	11			
34	22	56	26	19	45	20	16	36	31	22			
8	13	21	7	12	19	5	10	15	6	11			
8	12	20	8	8	16	4	5	9	8	13			
15	26	41	14	25	39	9	17	26	16	27			
9	11	20	8	10	18	7	9	16	4	11			
240	204	444	157	134	291	105	76	181	57	57			
10	11	21	9	10	19	7	9	16	9	12			
41	24	65	31	18	49	17	10	27	38	22			
12	3	15	11	3	14	9	3	12	14	5			
32	22	54	28	29	57	14	14	28	22	30			
29	27	56	24	21	45	20	16	36	22	18			

—continued.

EMPLOYED, and COSTS OF MAINTENANCE during 1889—continued.

MAY, 1889.			TAFF OF INSTRUCTORS, 1889.										EXPENDITURE, 1889.		Remarks.
Mean Quarterly Enrolment.			Average Daily Attendance.			Teachers.				Pupil Teachers.		Total.	Salaries and Allowances.	Building, Furnishing, and Repairs.	
						Males.		Females.							
Boys.	Girls.	Total.	Boys.	Girls.	Total.	Masters.	Assistant.	Mistresses.	Assistant.	Males.	Females.		£ s. d.	£ s. d.	
9	8	17	7	7	14	...	...	1	...	...	...	1	76 18 9		Opened 11th Feb., 1889
13	18	31	8	10	18	1	...	...	...	...	...	1	62 3 0		
14	11	25	9	8	17	1	...	...	...	...	...	1	88 1 7		
13	11	24	10	6	16	1	...	...	...	...	...	1	92 4 9		
11	10	21	9	7	16	1	...	...	...	...	...	1	80 9 1		
13	12	24	9	11	20	1	...	...	...	...	...	1	125 12 3	10 15 0	
...	...	...	...	...	...	...	...	1	...	...	...	1	82 6 4	...	
27	26	53	18	17	35	...	...	1	...	...	...	1	86 3 10	...	
7	7	14	7	6	13	...	...	1	...	...	...	1	66 1 3	...	
17	12	29	12	10	22	1	...	...	...	...	...	1	91 15 6	...	
11	13	24	6	9	15	...	...	1	...	...	...	1	79 17 10		
14	10	24	11	7	18	1	...	...	...	...	...	1	79 19 9		
17	15	32	12	12	24	1	...	...	...	...	...	1	75 15 8		
20	19	39	14	14	28	1	...	...	...	...	...	1	102 12 6		
12	15	27	10	10	20	1	...	...	...	...	...	1	82 2 7		
...	...	...	...	...	...	1	...	...	...	...	...	1	77 11 0	...	
...	...	...	...	...	...	...	...	1	...	...	...	1	57 7 10	...	
17	15	32	14	13	27	1	...	...	...	...	...	1	63 5 8	...	
14	9	23	13	8	21	1	...	...	...	...	...	1	87 8 3	...	
7	10	17	5	9	14	...	...	1	...	...	...	1	65 11 6		
14	17	31	11	14	25	1	...	...	...	...	...	1	88 14 0		
7	8	15	6	6	12	...	...	1	...	...	...	1	67 13 9		
13	10	23	11	8	19	...	...	1	...	...	...	1	65 6 0		
20	19	39	16	14	30	1	...	...	...	...	...	1	111 11 11		
...	...	...	...	...	...	1	...	...	...	...	...	1	73 5 4	...	
20	20	40	12	11	23	1	...	...	...	...	...	1	86 17 8	...	
8	8	16	7	6	13	1	...	...	...	...	...	1	87 8 4	4 18 0	
10	13	23	9	11	20	1	...	...	...	...	...	1	89 4 6	...	
9	7	16	8	7	15	...	...	1	...	...	...	1	65 9 4	...	
20	20	40	17	14	31	...	...	1	...	...	...	1	93 7 10	...	
15	9	24	10	7	17	1	...	...	...	...	...	1	86 2 2	...	
...	...	...	...	...	...	...	...	1	...	...	...	1	48 1 2	...	
17	16	33	15	14	29	1	...	...	...	...	...	1	110 14 4	...	
10	8	18	9	7	16	1	...	...	...	...	...	1	83 5 7	...	
4	9	13	4	9	13	...	...	1	...	...	...	1	60 13 4	...	
12	8	20	10	7	17	...	...	1	...	...	...	1	66 15 5	...	
...	...	...	...	...	...	1	...	...	...	...	...	1	61 12 10	...	
...	...	...	...	...	...	1	...	...	...	...	...	1	22 8 6	...	
17	10	27	14	7	21	1	...	...	...	...	...	1	78 6 7	...	
9	11	20	7	9	16	1	...	...	...	...	...	1	80 15 2	...	
13	12	25	8	8	16	1	...	...	...	...	...	1	74 0 4	...	
15	17	32	8	9	17	1	...	...	...	...	...	1	107 14 0	...	
...	...	...	...	...	...	1	...	...	...	...	...	1	56 18 8	...	
7	9	16	5	8	13	...	...	1	...	...	...	1	65 14 6	...	
...	...	...	...	...	...	1	...	...	...	...	...	1	115 6 3	...	
20	21	41	13	13	26	1	...	...	...	...	...	1	91 8 1	...	
6	8	14	5	7	12	...	...	1	...	...	...	1	59 16 2	...	
16	10	26	12	8	20	...	...	1	...	...	...	1	66 17 4	...	
5	7	12	5	13	18	...	...	1	...	...	...	1	75 16 2	...	
7	6	13	4	3	7	...	...	1	...	...	...	1	40 7 0	...	
...	...	...	...	...	...	1	...	...	...	...	...	1	12 5 9	...	
19	6	25	13	4	17	1	...	...	...	...	...	1	85 2 8	...	
14	9	23	9	7	16	1	...	...	...	...	...	1	80 17 0	...	
10	12	22	8	10	18	1	...	...	...	...	...	1	81 14 11	...	
20	16	36	12	10	22	1	...	...	...	...	...	1	79 9 4	...	
18	23	46	13	19	32	1	...	...	...	...	...	1	112 7 0	1 5 0	
8	9	17	7	8	15	...	...	1	...	...	...	1	56 4 4	...	
13	7	19	9	5	14	...	...	1	...	...	...	1	66 19 2	...	
...	...	...	...	...	...	...	...	1	...	...	...	1	28 18 4	...	
21	15	36	12	8	20	1	...	...	...	...	...	1	111 17 0	...	
21	27	48	16	20	36	...	...	1	...	...	...	1	89 14 5	...	
7	8	15	6	7	13	...	...	1	...	...	...	1	65 5 11	...	
17	8	25	11	5	16	1	...	...	...	...	...	1	81 16 10	...	
26	17	43	19	13	32	1	...	...	...	...	...	1	116 6 3	...	
6	10	16	4	9	13	...	...	1	...	...	...	1	65 6 0	...	
7	12	19	4	9	13	1	...	...	...	...	...	1	57 19 10	...	
15	25	40	12	17	29	...	...	1	...	...	...	1	111 2 8	...	
8	9	12	2	9	11	...	...	1	...	...	...	1	54 11 7	...	
51	54	105	37	37	74	1	1	...	2	1	3	8	541 8 11	24 19 0	
7	9	16	6	8	14	...	...	1	...	...	...	1	85 6 0	3 5 0	
24	16	21	11	3	13	1	...	...	...	...	...	1	107 11 10	466 7 0	
27	48	12	16	16	28	1	...	...	...	...	...	1	91 19 11	...	
24	34	15	18	18	28	1	...	...	...	...	...	1	110 18 3	...	

Table  
LIST of PROVISIONAL SCHOOLS, with the ATTENDANCE, STAFFS

SCHOOLS.	ATTENDANCE, 1899.									ATTEND		
	Annual Enrolment.			Mean Quarterly Enrolment.			Average Daily Attendance.			Annual Enrolment.		
	Boys.	Girls.	Total.	Boys.	Girls.	Total.	Boys.	Girls.	Total.	Boys.	Girls.	Total.
PROVISIONAL SCHOOLS—continued.												
248. Walla ...	19	8	27	11	6	17	8	5	13	10	7	17
249. Wallangarra ...	53	37	90	37	29	66	28	16	44	56	42	98
250. Wararba ...	12	20	32	11	18	29	8	12	20	10	19	29
251. Watawa ...	20	12	32	18	12	30	13	9	22	19	14	33
252. Westbrook ...	11	13	24	10	11	21	7	9	16	16	16	32
253. West Prairie ...	10	6	16	9	6	15	8	5	13	12	8	20
254. Windmere ...	8	4	12	6	4	10	4	2	6	8	9	17
255. Windorah ...	13	11	24	10	6	16	8	5	13	11	9	20
256. Woodview ...	29	26	55	24	21	45	17	15	32	24	17	41
257. Yandaran Creek ...	10	10	20	10	10	20	8	8	16	13	11	24
258. Yaudilla ...	30	21	51	22	16	38	15	11	26	29	20	49
259. Yandina ...	12	16	28	12	16	28	8	11	19	...	...	...
260. Yeppoon ...	40	42	82	29	20	58	20	17	37	38	36	74
261. Young ...	22	13	35	15	10	25	11	8	19	18	13	31
SCHOOLS AT BENEVOLENT, REFORMATORY, AND PENAL ESTABLISHMENTS.												
1. Dunwich ...	10	4	14	9	4	13	9	3	12	...	...	...
2. Lytton Stockade ...	111	...	111	80	...	80	67	...	67	112	...	112
3. St. Helena ...	13	12	25	11	9	20	9	8	17	15	12	27
TOTALS:—												
STATE ...	32,761	29,819	62,580	25,168	23,287	48,455	18,579	16,568	35,147	31,494	28,573	60,067
PROVISIONAL ...	4,686	4,271	8,957	3,810	3,482	7,292	2,726	2,503	5,229	4,014	3,698	7,712
BENEVOLENT, REFORMATORY, AND PENAL ESTABLISHMENTS ...	134	16	150	100	13	113	85	11	96	127	12	139
GRAND TOTALS ...	37,581	34,106	71,687	29,078	26,782	55,860	21,390	19,082	40,472	35,635	32,283	67,918

NOTE.—The number of teachers appearing in this table is five more than the number

C—continued.

EMPLOYED, and COST of MAINTENANCE during 1889—continued.

MAY, 1888.			STAFF OF INSTRUCTORS, 1889.										EXPENDITURE, 1889.		Remarks.			
Mean Quarterly Enrolment.			Average Daily Attendance.			Teachers.				Pupil Teachers.		Total.	Salaries and Allowances.	Building, Furnishing, and Repairs.				
						Males.		Females.		Males.	Females.							
Boys.	Girls.	Total.	Boys.	Girls.	Total.	Masters.	Assistants.	Mistresses.	Assistants.			Males.	Females.	£		s.	d.	£
10	6	16	9	5	14	1	...	...	...	...	...	1	80	8	9	Closed 30th Sept., 1889		
39	28	67	27	18	45	1	...	...	...	...	...	1	82	14	6			
9	18	27	6	13	19	1	...	...	...	...	...	1	79	12	3			
14	11	25	11	9	20	...	...	1	...	...	...	1	66	7	1			
15	16	31	13	13	26	...	...	1	...	...	...	1	60	1	11			
11	6	17	9	5	14	...	...	1	...	...	...	1	66	10	10			
6	6	12	4	4	8	...	...	1	...	...	...	1	37	14	6			
10	7	17	8	5	13	...	...	1	...	...	...	1	97	10	0			
23	15	38	19	12	31	1	...	...	...	...	...	1	111	4	3			
12	11	23	11	9	20	1	...	...	...	...	...	1	84	10	4			
27	18	45	18	15	33	1	...	...	...	...	...	1	87	18	0	Opened 14th Nov., 1889 Closed 30th Sept., 1889		
...	...	...	...	...	...	...	...	1	...	...	...	1	8	9	8			
22	23	45	15	15	30	1	...	...	...	...	...	1	72	14	6			
15	13	28	12	10	22	1	...	...	...	...	...	1	100	19	6			
...	...	...	...	...	...	1	...	...	...	...	...	1	44	16	8	Opened 21st Jan., 1889		
79	...	79	66	...	66	1	...	...	...	...	...	1	...	...	...			
13	11	24	11	9	20	1	...	...	...	...	1	2	...	...	...			
237	22,458	46,695	18,053	16,028	34,081	276	144	43	327	134	299	1,223	137,438	7	6	30,238	2	5
147	3,124	6,471	2,455	2,304	4,759	143	1	115	5	1	5	270	20,130	18	2	1,976	1	11
92	11	103	77	9	86	3	...	...	...	...	1	4	44	16	8	5	0	0
176	25,593	53,269	20,585	18,341	38,926	422	145	158	332	135	305	1,497	157,614	2	4	32,219	4	4

actually employed during the year—three males and two females.



Table D.  
STATEMENT OF ANNUAL ENROLLMENT, MULTIPLE ENROLLMENTS, AND NET ANNUAL ENROLLMENT.

	AGE OF PUPIL.	GROSS ANNUAL ENROLLMENT.	MULTIPLE ENROLLMENTS.		NET ANNUAL ENROLLMENT.
			In Two Schools.	In more than Two Schools.	
I. Between 4 and 15 years	...	71,687	8,702	319	62,347
II. Under 6 years	...	9,678	595	16	9,051
III. Between 6 and 12 years	...	48,462	6,788	259	41,166
IV. Over 12 years	...	13,547	1,319	44	12,140

Table E.  
CLASSIFICATION OF CHILDREN.

	Year	CHILDREN.			CLASS I.			CLASS II.			CLASS III.			CLASS IV.			CLASS V.		
Number of Classes in Operation at the close of the year	1877	...	...	...	269	253	272	248	252	278	193	197	231	87	92	122	7	5	12
	1878	...	...	...	274	259	275	253	255	280	222	219	250	109	100	135	9	6	13
	1879	...	...	...	291	273	292	261	264	297	228	234	270	107	106	142	18	11	25
	1880	...	...	...	321	302	321	289	293	324	264	249	297	125	126	164	22	19	35
	1881	...	...	...	329	313	332	309	301	332	266	263	302	135	130	161	14	17	26
	1882	...	...	...	355	332	355	330	326	353	281	275	313	128	128	166	14	18	26
	1883	...	...	...	373	352	374	351	350	378	307	306	342	153	147	192	17	15	25
	1884	...	...	...	400	381	403	378	372	401	327	327	370	178	180	228	22	20	33
	1885	...	...	...	425	405	425	405	404	429	348	345	370	221	221	245	21	24	33
	1886	...	...	...	464	441	464	437	437	462	389	389	424	254	254	279	32	32	44
Average Age in years of the Children enrolled at the close of the year	1877	...	...	...	680	674	...	968	972	...	1157	1186	...	1281	1337	...	1392	1500	...
	1878	...	...	...	692	696	...	976	985	...	1126	1192	...	1278	1299	...	1350	1420	...
	1879	...	...	...	709	712	...	1020	1004	...	1190	1180	...	1310	1253	...	1378	1341	...
	1880	...	...	...	699	727	...	1017	1011	...	1187	1193	...	1323	1338	...	1349	1269	...
	1881	...	...	...	727	721	...	1024	1019	...	1201	1202	...	1289	1308	...	1420	1436	...
	1882	...	...	...	701	728	...	1023	1007	...	1216	1213	...	1318	1326	...	1401	1383	...
	1883	...	...	...	726	688	...	1020	1008	...	1200	1234	...	1313	1329	...	1378	1396	...
	1884	...	...	...	742	717	...	1014	1005	...	1218	1221	...	1318	1329	...	1404	1392	...
	1885	...	...	...	725	708	...	1000	980	...	1204	1190	...	1331	1359	...	1470	1430	...
	1886	...	...	...	725	708	...	1006	1008	...	1206	1183	...	1361	1328	...	1397	1495	...
	1887	...	...	...	723	727	...	1022	1008	...	1210	1206	...	1334	1310	...	1280	1496	...
	1888	...	...	...	715	715	...	1000	1000	...	1212	1200	...	1343	1349	...	1440	1415	...
	1889	...	...	...	716	718	...	977	996	...	1200	1206	...	1323	1324	...	1448	1445	...
	1890	...	...	...	702	710	...	999	1003	...	1185	1230	...	1342	1341	...	1470	1512	...

Average Time in Class, in months, of the Children enrolled at the close of the year		CLASS I.													CLASS II.				CLASS III.				CLASS IV.				CLASS V.																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																						
		1878	1879	1880	1881	1882	1883	1884	1885	1886	1887	1888	1889	1878	1879	1880	1881	1882	1883	1884	1885	1886	1887	1888	1889	1878	1879	1880	1881	1882	1883	1884	1885	1886	1887	1888	1889	1878	1879	1880	1881	1882	1883	1884	1885	1886	1887	1888	1889	1878	1879	1880	1881	1882	1883	1884	1885	1886	1887	1888	1889																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																				
1878	12.931	13.318	15.064	15.097	16.845	16.746	16.092	18.577	20.376	21.282	23.101	25.276	26.739	28.550	52.14	51.93	50.80	52.07	51.49	52.70	52.47	52.63	52.10	51.91	52.12	52.15	52.38	52.33	48.2	49.2	50.6	51.4	52.1	52.8	53.0	54.5	55.4	56.6	57.4	58.2	59.0	59.8	60.6	61.4	62.2	63.0	63.8	64.6	65.4	66.2	67.0	67.8	68.6	69.4	70.2	71.0	71.8	72.6	73.4	74.2	75.0	75.8	76.6	77.4	78.2	79.0	79.8	80.6	81.4	82.2	83.0	83.8	84.6	85.4	86.2	87.0	87.8	88.6	89.4	90.2	91.0	91.8	92.6	93.4	94.2	95.0	95.8	96.6	97.4	98.2	99.0	99.8	100.6	101.4	102.2	103.0	103.8	104.6	105.4	106.2	107.0	107.8	108.6	109.4	110.2	111.0	111.8	112.6	113.4	114.2	115.0	115.8	116.6	117.4	118.2	119.0	119.8	120.6	121.4	122.2	123.0	123.8	124.6	125.4	126.2	127.0	127.8	128.6	129.4	130.2	131.0	131.8	132.6	133.4	134.2	135.0	135.8	136.6	137.4	138.2	139.0	139.8	140.6	141.4	142.2	143.0	143.8	144.6	145.4	146.2	147.0	147.8	148.6	149.4	150.2	151.0	151.8	152.6	153.4	154.2	155.0	155.8	156.6	157.4	158.2	159.0	159.8	160.6	161.4	162.2	163.0	163.8	164.6	165.4	166.2	167.0	167.8	168.6	169.4	170.2	171.0	171.8	172.6	173.4	174.2	175.0	175.8	176.6	177.4	178.2	179.0	179.8	180.6	181.4	182.2	183.0	183.8	184.6	185.4	186.2	187.0	187.8	188.6	189.4	190.2	191.0	191.8	192.6	193.4	194.2	195.0	195.8	196.6	197.4	198.2	199.0	199.8	200.6	201.4	202.2	203.0	203.8	204.6	205.4	206.2	207.0	207.8	208.6	209.4	210.2	211.0	211.8	212.6	213.4	214.2	215.0	215.8	216.6	217.4	218.2	219.0	219.8	220.6	221.4	222.2	223.0	223.8	224.6	225.4	226.2	227.0	227.8	228.6	229.4	230.2	231.0	231.8	232.6	233.4	234.2	235.0	235.8	236.6	237.4	238.2	239.0	239.8	240.6	241.4	242.2	243.0	243.8	244.6	245.4	246.2	247.0	247.8	248.6	249.4	250.2	251.0	251.8	252.6	253.4	254.2	255.0	255.8	256.6	257.4	258.2	259.0	259.8	260.6	261.4	262.2	263.0	263.8	264.6	265.4	266.2	267.0	267.8	268.6	269.4	270.2	271.0	271.8	272.6	273.4	274.2	275.0	275.8	276.6	277.4	278.2	279.0	279.8	280.6	281.4	282.2	283.0	283.8	284.6	285.4	286.2	287.0	287.8	288.6	289.4	290.2	291.0	291.8	292.6	293.4	294.2	295.0	295.8	296.6	297.4	298.2	299.0	299.8	300.6	301.4	302.2	303.0	303.8	304.6	305.4	306.2	307.0	307.8	308.6	309.4	310.2	311.0	311.8	312.6	313.4	314.2	315.0	315.8	316.6	317.4	318.2	319.0	319.8	320.6	321.4	322.2	323.0	323.8	324.6	325.4	326.2	327.0	327.8	328.6	329.4	330.2	331.0	331.8	332.6	333.4	334.2	335.0	335.8	336.6	337.4	338.2	339.0	339.8	340.6	341.4	342.2	343.0	343.8	344.6	345.4	346.2	347.0	347.8	348.6	349.4	350.2	351.0	351.8	352.6	353.4	354.2	355.0	355.8	356.6	357.4	358.2	359.0	359.8	360.6	361.4	362.2	363.0	363.8	364.6	365.4	366.2	367.0	367.8	368.6	369.4	370.2	371.0	371.8	372.6	373.4	374.2	375.0	375.8	376.6	377.4	378.2	379.0	379.8	380.6	381.4	382.2	383.0	383.8	384.6	385.4	386.2	387.0	387.8	388.6	389.4	390.2	391.0	391.8	392.6	393.4	394.2	395.0	395.8	396.6	397.4	398.2	399.0	399.8	400.6	401.4	402.2	403.0	403.8	404.6	405.4	406.2	407.0	407.8	408.6	409.4	410.2	411.0	411.8	412.6	413.4	414.2	415.0	415.8	416.6	417.4	418.2	419.0	419.8	420.6	421.4	422.2	423.0	423.8	424.6	425.4	426.2	427.0	427.8	428.6	429.4	430.2	431.0	431.8	432.6	433.4	434.2	435.0	435.8	436.6	437.4	438.2	439.0	439.8	440.6	441.4	442.2	443.0	443.8	444.6	445.4	446.2	447.0	447.8	448.6	449.4	450.2	451.0	451.8	452.6	453.4	454.2	455.0	455.8	456.6	457.4	458.2	459.0	459.8	460.6	461.4	462.2	463.0	463.8	464.6	465.4	466.2	467.0	467.8	468.6	469.4	470.2	471.0	471.8	472.6	473.4	474.2	475.0	475.8	476.6	477.4	478.2	479.0	479.8	480.6	481.4	482.2	483.0	483.8	484.6	485.4	486.2	487.0	487.8	488.6	489.4	490.2	491.0	491.8	492.6	493.4	494.2	495.0	495.8	496.6	497.4	498.2	499.0	499.8	500.6	501.4	502.2	503.0	503.8	504.6	505.4	506.2	507.0	507.8	508.6	509.4	510.2	511.0	511.8	512.6	513.4	514.2	515.0	515.8	516.6	517.4	518.2	519.0	519.8	520.6	521.4	522.2	523.0	523.8	524.6	525.4	526.2	527.0	527.8	528.6	529.4	530.2	531.0	531.8	532.6	533.4	534.2	535.0	535.8	536.6	537.4	538.2	539.0	539.8	540.6	541.4	542.2	543.0	543.8	544.6	545.4	546.2	547.0	547.8	548.6	549.4	550.2	551.0	551.8	552.6	553.4	554.2	555.0	555.8	556.6	557.4	558.2	559.0	559.8	560.6	561.4	562.2	563.0	563.8	564.6	565.4	566.2	567.0	567.8	568.6	569.4	570.2	571.0	571.8	572.6	573.4	574.2	575.0	575.8	576.6	577.4	578.2	579.0	579.8	580.6	581.4	582.2	583.0	583.8	584.6	585.4	586.2	587.0	587.8	588.6	589.4	590.2	591.0	591.8	592.6	593.4	594.2	595.0	595.8	596.6	597.4	598.2	599.0	599.8	600.6	601.4	602.2	603.0	603.8	604.6	605.4	606.2	607.0	607.8	608.6	609.4	610.2	611.0	611.8	612.6	613.4	614.2	615.0	615.8	616.6	617.4	618.2	619.0	619.8	620.6	621.4	622.2	623.0	623.8	624.6	625.4	626.2	627.0	627.8	628.6	629.4	630.2	631.0	631.8	632.6	633.4	634.2	635.0	635.8	636.6	637.4	638.2	639.0	639.8	640.6	641.4	642.2	643.0	643.8	644.6	645.4	646.2	647.0	647.8	648.6	649.4	650.2	651.0	651.8	652.6	653.4	654.2	655.0	655.8	656.6	657.4	658.2	659.0	659.8	660.6	661.4	662.2	663.0	663.8	664.6	665.4	666.2	667.0	667.8	668.6	669.4	670.2	671.0	671.8	672.6	673.4	674.2	675.0	675.8	676.6	677.4	678.2	679.0	679.8	680.6	681.4	682.2	683.0	683.8	684.6	685.4	686.2	687.0	687.8	688.6	689.4	690.2	691.0	691.8	692.6	693.4	694.2	695.0	695.8	696.6	697.4	698.2	699.0	699.8	700.6	701.4	702.2	703.0	703.8	704.6	705.4	706.2	707.0	707.8	708.6	709.4	710.2	711.0	711.8	712.6	713.4	714.2	715.0	715.8	716.6	717.4	718.2	719.0	719.8	720.6	721.4	722.2	723.0	723.8	724.6	725.4	726.2	727.0	727.8	728.6	729.4	730.2	731.0	731.8	732.6	733.4	734.2	735.0	735.8	736.6	737.4	738.2	739.0	739.8	740.6	741.4	742.2	743.0	743.8	744.6	745.4	746.2	747.0	747.8	748.6	749.4	750.2	751.0	751.8	752.6	753.4	754.2	755.0	755.8	756.6	757.4	758.2	759.0	759.8	760.6	761.4	762.2	763.0	763.8	764.6	765.4	766.2	767.0	767.8	768.6	769.4	770.2	771.0	771.8	772.6	773.4	774.2	775.0	775.8	776.6	777.4	778.2	779.0	779.8	780.6	781.4	782.2	783.0	783.8	784.6	785.4	786.2	787.0	787.8	788.6	789.4	790.2	791.0	791.8	792.6	793.4	794.2	795.0	795.8	796.6	797.4	798.2	799.0	799.8	800.6	801.4	802.2	803.0	803.8	804.6	805.4	806.2	807.0	807.8	808.6	809.4	810.2	811.0	811.8	812.6	813.4	814.2	815.0	815.8	816.6	817.4	818.2	819.0	819.8	8

**Table F.**  
**TEACHERS EMPLOYED.**

Classification.					Salary, exclusive of Allowances.	Employed towards the end of 1889.	Left the Service or Died during 1889.	Promoted during 1889.
					£      £			
<b>MALES.</b>								
<b>CLASS I.—</b>								
Division 1	...	...	...	...	204	7	0	0
" 2	...	...	...	...	192	4	0	0
" 3	...	...	...	...	180	3	1	1
<b>CLASS II.—</b>								
Division 1	...	...	...	...	168	44	1	6
" 2	...	...	...	...	156	72	1	13
" 2 (On probation)	...	...	...	...	150	5	0	0
" 3	...	...	...	...	144	48	1	6
" 3 (On probation)	...	...	...	...	140	1	0	0
<b>CLASS III.—</b>								
Division 1	...	...	...	...	126	95	5	15
" 1 (On probation)	...	...	...	...	123	0	0	0
" 2	...	...	...	...	114	46	2	22
" 2 (On probation)	...	...	...	...	108	3	0	0
" 3	...	...	...	...	102	75	5	43
" 3 (On probation)	...	...	...	...	96	2	0	0
<b>TOTAL CLASSIFIED TEACHERS</b>					...	405	16	106
<b>TEMPORARY TEACHERS:—</b>								
(a) Who have passed an Examination	...	...	...	...	90 to 120	15	3	0
(b) On probation, who have not passed an Examination...	...	...	...	...	80 to 100	0	1	0
<b>TOTAL TEMPORARY TEACHERS</b>					...	15	4	0
<b>PROVISIONAL SCHOOL TEACHERS</b>					...	141	12	0
<b>PUPIL TEACHERS:—</b>								
Class 4	...	...	...	...	70	27	1	20
" 3	...	...	...	...	55	31	4	33
" 2	...	...	...	...	45	41	6	36
" 1	...	...	...	...	40	27	2	6
" 0 (i.e., on probation)	...	...	...	...	30 to 36	11	1	0
<b>TOTAL PUPIL TEACHERS</b>					...	137	14	95
<b>TOTAL MALE TEACHERS</b>					...	698	46	201
<b>FEMALES.</b>								
<b>CLASS I.—</b>								
Division 1	...	...	...	...	180	1	0	0
" 2	...	...	...	...	168	0	0	0
" 3	...	...	...	...	156	0	0	0
<b>CLASS II.—</b>								
Division 1	...	...	...	...	138	5	1	0
" 1 (On probation)	...	...	...	...	130	0	0	0
" 2	...	...	...	...	126	11	1	3
" 2 (On probation)	...	...	...	...	120	0	0	0
" 3	...	...	...	...	114	9	1	2
" 3 (On probation)	...	...	...	...	108	0	0	0
<b>CLASS III.—</b>								
Division 1	...	...	...	...	96	84	4	23
" 1 (On probation)	...	...	...	...	...	0	0	0
" 2	...	...	...	...	84	82	6	43
" 2 (On probation)	...	...	...	...	80	0	0	0
" 3	...	...	...	...	72	139	5	62
" 3 (On probation)	...	...	...	...	60	0	0	0
<b>TOTAL CLASSIFIED TEACHERS</b>					...	331	18	133
<b>TEMPORARY TEACHERS:—</b>								
(a) Who have passed an Examination	...	...	...	...	40 to 65	15	3	1
(b) On probation, who have not passed an Examination	...	...	...	...	30 to 63	22	1	0
<b>TOTAL TEMPORARY TEACHERS</b>					...	37	4	1

Table F—continued.  
TEACHERS EMPLOYED—continued.

Classification.	Salary, exclusive of Allowances.	Employed towards the end of 1889.	Left the Service or Died during 1889.	Promoted during 1889.
	£      £			

**FEMALES—continued.**

SEWING MISTRESS	...	...	...	...	60	1	0	0
PROVISIONAL SCHOOL TEACHERS	...	...	...	...	20 to 85	119	10	6
PUPIL TEACHERS :—								
Class 4	...	...	...	...	50	89	2	71
" 3	...	...	...	...	35	95	5	78
" 2	...	...	...	...	25	57	2	43
" 1	...	...	...	...	20	44	5	13
" 0 (i.e., on probation)	...	...	...	...	16	21	7	0
TOTAL PUPIL TEACHERS	...	...	...	...	...	306	21	205
TOTAL FEMALE TEACHERS	...	...	...	...	...	794	53	345
GRAND TOTAL TEACHERS, MALE AND FEMALE	...	...	...	...	...	1,492	99	546

NOTES.—One male and 5 female pupil teachers were employed in Provisional schools: they are included in this table among those employed in State schools.

Included among the Provisional school teachers are 24 classified teachers (16 males and 8 females) and 42 passed temporary teachers (23 males and 19 females) not enumerated among the classified teachers and passed temporary teachers above given.

During the year there were 5 male temporary teachers and 1 female temporary teacher on probation in charge of State schools.

All male head teachers were provided with residences, except 26, who received allowances for rent varying from £25 to £50 per annum.

Allowances for high cost of living in outside districts, varying from £10 to £98 per annum, were made to 89 male teachers; similar allowances, varying from £10 to £54 per annum, were made to 64 female teachers.

The capitation allowances of head teachers have ranged from £20 to £256 per annum for males, and from £16 to £157 per annum for females.

Assistant teachers with staff rank have received capitation allowances, varying from £3 to £102 in the case of males, and from £3 to £56 in the case of females.

Teachers have received the training fee of £5 per annum for each pupil teacher trained by them who has passed the annual general examination.

The emoluments of adult male teachers have ranged from £60 to £516, and those of adult female teachers from £20 to £373 per annum.

Drawing classes were conducted at Brisbane, Ipswich, Maryborough, Rockhampton, and Toowoomba for the benefit of teachers and pupil teachers: the instructors of these classes received £100, £30, £30, £30, and £30 per annum, respectively.

A teacher of gymnastics was employed at £100 per annum in connection with the Brisbane schools.

Table G.

DETAILED STATEMENT of SCHOOLS OPENED during the YEAR, together with such STATE SCHOOLS as were READY for OPENING in JANUARY, 1890.

Localities.	Description.	Cost of Building.	Local Subscriptions received to 31-12-89.	Remarks.
STATE SCHOOLS.		£ s. d.	£ s. d.	
Caboolture North ... ..	Wood ...	735 0 0	{ 67 0 0	Cash
			{ 80 0 0	Allowed for land } Opened 25-11-89.
Glenmore ... ..	"	820 5 0	{ 61 6 0	Cash
			{ 102 15 0	Allowed for land, &c. } Opened 17-10-89.
Hermitage ... ..	"	553 0 0	{ 50 12 0	Cash
			{ 60 0 0	For old Provl. school buildings } Opened
Homebush ... ..	"	767 17 6	153 11 6	For old Provl. school buildings } 25-2-89.
Indooroopilly ... ..	"	1,388 0 0	277 12 0	Opened 24-6-89.
Kilkivan ... ..	"	711 0 0	{ 110 4 0	" 8-8-89.
			{ 32 0 0	Cash
Laidley North ... ..	"	942 0 0	{ 81 18 0	For old Provl. school buildings } Opened
			{ 20 0 0	Opened 1-4-89.
Lowood ... ..	"	609 10 0	{ 20 0 0	Cash
			{ 20 0 0	Allowed for land } Opened
Ma Ma Creek ... ..	"	535 0 0	107 0 0	For old Provl. school buildings } 1-4-89.
Milton ... ..	"	999 0 0	99 16 0	Opened 21-1-89.
Pittsworth ... ..	"	572 19 10	{ 54 12 0	" 18-3-89.
			{ 60 0 0	Cash
Roadvale ... ..	"	610 0 0	122 0 0	For old Provl. school buildings } Opened
			{ 90 0 0	Opened 14-11-89.
Wallangarra ... ..	"	688 5 6	{ 10 0 0	Cash
			{ 115 6 8	Allowed for closets } Opened 3-10-89.
Warra ... ..	"	576 13 6	142 8 8	Opened 21-1-89.
Yeppoon ... ..	"	712 3 6		Allowed for old Provisional school buildings.
PROVISIONAL SCHOOLS.				Opened 1-10-89.
Acrobat Creek ... ..				Opened 10-6-89.
Andromache ... ..				" 15-7-89.
Arrilalah ... ..				" 1-10-89.
Boulia ... ..				" 7-10-89.
Boyne River ... ..				Re-opened 17-6-89.
Bucea Crossing ... ..				Opened 26-8-89.
Bunburra ... ..				" 8-7-89.
Caningera Upper ... ..				" 21-1-89.
Capalaba ... ..				" 21-1-89.
Cape Bowling Green ... ..				Re-opened 1-4-89.
Childers ... ..				Opened 28-1-89.
Dalma ... ..				" 5-3-89.
Dundas ... ..				" 15-7-89.
Dunwich ... ..				" 21-1-89.
Eidsvold ... ..				" 1-4-89.
Endeavour Sawmills ... ..				" 7-10-89.
Euthulla ... ..				" 4-2-89.
Graceville ... ..				" 21-1-89.
Kilkivan Junction ... ..				" 19-3-89.
Koumala ... ..				" 6-5-89.
Laura ... ..				" 19-3-89.
Nellybri ... ..				" 11-2-89.
Norwell ... ..				Re-opened 21-1-89.
Pechey ... ..				Opened 18-3-89.
Plainby ... ..				" 26-2-89.
Richmond ... ..				" 22-5-89.
Rosalie Plains ... ..				Re-opened 15-4-89.
Rosehill ... ..				Opened 21-10-89.
St. John's Creek ... ..				" 22-5-89.
Samford ... ..				" 21-1-89.
Sellheim ... ..				" 12-11-89.
Summerhill ... ..				" 2-9-89.
Yandina ... ..				" 14-11-89.
READY FOR OPENING.				
State School.				
Mount Albion ... ..	Wood ...	809 0 0	0	

Table H.

LIST, with PARTICULARS, of SCHOOLS in COURSE of ERECTION, or in reference to which Action was taken during the Year 1889.

Localities.	Description.	Estimated Attendance	Cost, or Estimated Cost.	Local Subscriptions.	Remarks.
<b>STATE SCHOOLS.</b>					
Bundaberg South-east ...	Wood	160	£ s. d. ...	£ s. d. 101 6 4	Plans being prepared.
Cabbage-tree Creek ...	"	75	892 14 0	178 10 10	In course of erection.
Cumberland ...	"	40	1,100 0 0	200 0 0	Tenders invited.
Craiglie ...	"	40	...	...	School to be carried on in Provisional school buildings.
Dinmore ...	"	100	...	...	Site not yet granted.
Gin Gin ...	"	50	700 0 0	130 2 4	Plans being prepared.
Harrisville ...	"	75	700 0 0	74 15 0	Tender accepted.
Helidon ...	"	...	...	...	Attendance did not warrant a State school.
Halifax ...	"	50	...	...	Provisional school buildings to be valued for State school purposes.
Macrossan Bridge ...	"	...	...	...	Attendance did not warrant a State school.
Queenton ...	"	150	1,500 0 0	...	Referred to committee re size of school.
Red Hill (Mount Morgan) ...	"	150	1,500 0 0	...	Awaiting local subscriptions.
Ravenswood Junction ...	"	40	800 0 0	...	Awaiting local subscriptions.
Templin ...	"	50	750 0 0	...	Awaiting site and local subscriptions.
Woodview ...	"	40	573 0 0	49 12 0	Cash ...
				65 0 0	Allowed for old Provisional school buildings } In course of erection.
<b>PROVISIONAL SCHOOLS.</b>					
Argentine ...	...	...	...	...	Forms sent.
Branch Creek ...	...	...	...	...	School approved, usual instructions given.
Christmas Creek, Upper ...	...	...	...	...	Forms sent.
Carney's Creek ...	...	...	...	...	School approved, usual instructions given.
Cooran ...	...	...	...	...	Awaiting completion of buildings.
Daandine (Macalister) ...	...	...	...	...	Forms sent.
Eromanga ...	...	...	...	...	Forms sent.
Glen Eagle ...	...	...	...	...	Forms sent.
Jimboomba ...	...	...	...	...	Awaiting completion of buildings.
Lowood (Round Mountain) ...	...	...	...	...	School approved, usual information supplied.
Munna Creek ...	...	...	...	...	Teacher about to be appointed.
Mulgrave Road (Cairns) ...	...	...	...	...	Forms sent.
Mount Walker, East ...	...	...	...	...	Awaiting site.
Normanby Gold Field ...	...	...	...	...	Forms sent.
Palen Creek ...	...	...	...	...	School approved, usual instructions sent.
The Leap ...	...	...	...	...	School approved.
Veteran Road ...	...	...	...	...	Awaiting completion of building.
Woodstock ...	...	...	...	...	School approved.

J. W. C. DRANE,  
Accountant.



Table L.  
IMPORTANT ADDITIONS AND REPAIRS.

School.	Nature of Work.	Cost.	Local Subscriptions.
STATE SCHOOLS.		£ s. d.	£ s. d.
Albert ... ..	Painting school buildings ... ..	88 5 6	
Albany Creek ... ..	Repairs and painting ... ..	48 17 0	
Beenleigh ... ..	Additions to residence ... ..	115 7 0	19 1 4
Brookfield ... ..	Ditto ... ..	79 15 0	15 19 0
Beaudesert ... ..	Fencing and gates ... ..	71 8 0	14 5 7
Biarra ... ..	Ditto ... ..	60 18 9	12 3 9
Brisbane South ... ..	Ditto ... ..	92 0 0	18 8 0
Ditto ... ..	Painting and repairs ... ..	74 0 0	
Blackall ... ..	Additions to school ... ..	330 0 0	
Bald Hills ... ..	Additions to residence and repairs ... ..	158 3 2	23 0 0
Blackstone ... ..	Additions to residence ... ..	93 7 0	18 13 5
Condamine ... ..	Improvements and repairs ... ..	337 6 1	38 7 0
Cunnamulla ... ..	Spouting playshed, tanks, &c. ... ..	53 0 0	10 12 0
Charleville ... ..	Additions to school ... ..	332 12 0	
Cawarral ... ..	Improvements and repairs ... ..	51 0 0	3 2 0
Coorparoo ... ..	New closets ... ..	75 0 0	15 0 0
Ditto ... ..	Additions to school ... ..	686 0 0	
Cooper's Plains ... ..	Repairs, painting, &c. ... ..	67 0 0	
Clifton Homestead Area ... ..	Fencing and gates ... ..	50 0 0	10 0 0
Crow's Nest ... ..	Kitchen, servant's room, &c. ... ..	106 12 0	
Ditto ... ..	Playshed, tank, &c. ... ..	73 0 0	14 12 0
Charters Towers ... ..	Additions, new school for boys ... ..	2,963 0 0	83 12 0 for playroom
Eton ... ..	Additions to school ... ..	237 10 6	
Eagle Farm ... ..	Repairs and painting ... ..	52 5 0	
Freestone Creek Upper ... ..	Fencing and gates ... ..	72 5 4	14 9 0
Ditto Lower ... ..	Improvements and repairs ... ..	159 10 0	29 6 0
Goombungee ... ..	Fencing and gates ... ..	98 0 0	19 12 0
Gympie ... ..	Furniture, repairs, &c. ... ..	50 0 0	
Gracemere ... ..	Additions to residence ... ..	70 0 0	
Georgetown ... ..	Fencing and gates ... ..	133 0 0	26 12 0
Hughenden ... ..	Lining, ceiling, and painting ... ..	106 0 0	13 16 0
Indooroopilly Pocket ... ..	Repairs and painting ... ..	58 0 0	
Indooroopilly ... ..	Fencing and gates ... ..	96 9 6	19 5 11
Ithaca Creek ... ..	Playshed ... ..	105 0 0	21 0 0
Killarney ... ..	Additions to school ... ..	256 0 0	
Kangaroo Point ... ..	Additions, new school for girls ... ..	2,250 0 0	
Kelvin Grove road ... ..	Playshed, fencing, and gates, &c. ... ..	254 1 0	50 16 3
Milton ... ..	Fencing and gates ... ..	80 17 0	16 3 7
Mungar ... ..	Improvements and repairs ... ..	94 17 6	15 0 0
Mount Morgan ... ..	Fencing and gates ... ..	166 13 0	33 6 7
Marburg ... ..	Additions to school ... ..	140 0 0	
Newtown ... ..	Ditto ... ..	250 0 0	
Nerang ... ..	Playshed and fencing ... ..	109 15 0	21 19 0
Petrie Terrace ... ..	Draining, asphaltting, &c. ... ..	59 12 0	
Pullen Vale ... ..	Improvements and repairs ... ..	59 16 0	10 5 5
Peak Mountain ... ..	Improvements, repairs, and painting ... ..	85 0 0	3 12 0
Rocklea ... ..	Additions to residence ... ..	83 0 0	16 12 0
Redland Bay ... ..	Playshed ... ..	57 3 0	11 8 7
Ravenswood ... ..	Additions to school and residence ... ..	126 16 0	
Rosewood ... ..	Additions to residence ... ..	74 0 0	14 16 0
Southport ... ..	Ditto ... ..	109 17 6	21 19 6
St. George ... ..	Ditto ... ..	96 10 0	
Sandgate ... ..	Repairs to residence ... ..	57 14 0	
Townsville (girls) ... ..	Repairs and painting ... ..	93 7 3	
Tewantin ... ..	Fencing, gates, and clearing ... ..	66 0 0	13 3 11
Tambo ... ..	New residence ... ..	550 0 0	
Veresdale ... ..	Repairs and painting ... ..	69 0 0	
Waterford ... ..	Additions to school and residence ... ..	320 0 0	
Winton ... ..	Additions to school ... ..	473 0 0	
Warra ... ..	Fencing and gates ... ..	100 0 0	20 0 0
Woolloongabba ... ..	New closets ... ..	79 0 0	
Yeppoon ... ..	Fencing, gates, playshed, &c. ... ..	198 19 10	39 16 0

J. W. C. DRANE  
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Table K.

STATEMENT of RECEIPTS and DISBURSEMENTS for the YEAR ended 31st DECEMBER, 1889 (parts of Financial Years 1888-89 and 1889-90).

RECEIPTS.	£	s.	d.	£	s.	d.	DISBURSEMENTS.	£	s.	d.	£	s.	d.
To Amount received from Treasury, from 1st January to 31st December, 1889 (on account of Parliamentary Appropriation) ... ..	221,764	9	5				By DEPARTMENT—						
" Local Subscriptions ... ..	3,064	6	6				Salaries of Officers ... ..	3,701	13	4			
" Contractors' Deposits Forfeited ... ..	146	13	6				Contingencies ... ..	1,397	6	10			
				224,975	9	5					5,099	0	2
							" INSPECTION—						
							Salaries of Officers ... ..	4,575	0	0			
							Contingencies ... ..	2,122	5	2			
											6,697	5	2
							" SPECIAL INSTRUCTION—						
							Drawing Masters (6) ... ..	200	0	0			
							Contingencies ... ..	3	13	0			
											203	13	0
							" DRILL—						
							Instructor (1) ... ..				5	0	0
							" STATE SCHOOLS—						
							Salaries of Teachers and						
							Pupil Teachers ... ..	103,485	6	1			
							Capitation ... ..	26,425	5	7			
							In lieu of Residence ... ..	1,021	4	4			
							Instruction of Pupil Teachers	1,849	5	8			
							Travelling Expenses ... ..	1,257	10	9			
							School Requisites ... ..	1,909	6	9			
							Incidentals (cleaning closets,						
							schools, postage, &c.) ... ..	3,013	16	6			
							Buildings, Repairs, Furni-						
							ture, &c. ... ..	36,007	11	7			
							Ditto Supervision—Salaries	1,225	5	8			
							Ditto Travelling Expenses						
							and Contingencies ... ..	437	10	9			
											176,632	3	8
							" ADVERTISING ... ..				499	12	3
							" PROVISIONAL SCHOOLS—						
							Allowances to Teachers and				19,610	13	11
							School Requisites ... ..						
							" SCHOLARSHIPS AND EXHIBI-						
							TIONS TO UNIVERSITIES—						
							Scholarships to Grammar						
							Schools ... ..	1,986	12	0			
							Exhibitions to Universities	875	0	0			
							Travelling Expenses and						
							Contingencies ... ..	100	8	0			
											2,962	0	0
							" GRAMMAR SCHOOLS—						
							Brisbane Endowment (Boys)	1,000	0	0			
							" " (Girls)	1,000	0	0			
							Ipswich " ... ..	1,000	0	0			
							Toowoomba " ... ..	1,000	0	0			
							Maryborough " (Boys)	1,000	0	0			
							" " (Girls)	1,000	0	0			
							Rockhampton " ... ..	1,000	0	0			
							Townsville " ... ..	1,250	0	0			
							Townsville Building Endow-						
							ment ... ..	1,200	0	0			
											9,450	0	0
							" TECHNICAL EDUCATION—						
							Brisbane School of Arts ... ..	600	0	0			
							Bundaberg " ... ..	250	0	0			
							Townsville " ... ..	400	0	0			
											1,250	0	0
							" MUSEUM—						
							Salaries ... ..	1,423	0	0			
							Purchase of Specimens ... ..	567	6	9			
							Library ... ..	252	9	4			
							Fittings and Maintenance...	191	12	5			
							Standards of Weights and						
							Measures ... ..	131	12	9			
											2,566	1	3
											£ 224,975	9	5

J. W. C. DRANE,  
Accountant.

TABLE L.

Table I.  
STATEMENT OF EXPENDITURE ON ACCOUNT OF FINANCIAL YEAR 1888-9.

Appropriation—vide Estimates-in-Chief and Supplementary Estimates.					Head of Service.	Expenditure.	Lapsed.	Forward.	
DEPARTMENT—	£	s.	d.	£	s.	d.	£	s.	d.
Estimates-in-Chief	...	...	3,595	0	0	...	...	...	...
Supplementary Estimates	...	...	200	0	0	...	...	...	...
Estimates-in-Chief	...	...	900	0	0	...	...	...	...
Supplementary Estimates	...	...	124	8	6	...	...	...	...
INSPECTION—	...	...	...	...	...	...	...	...	...
Estimates-in-Chief	...	...	...	4,400	0	0	...	...	...
Ditto	...	...	...	1,900	0	0	...	...	...
SPECIAL INSTRUCTION—	...	...	...	...	...	...	...	...	...
Estimates-in-Chief	...	...	230	0	0	...	...	...	...
Forward from 1887-88	...	...	7	10	0	...	...	...	...
SCHOOLS—	...	...	...	...	...	...	...	...	...
Estimates-in-Chief	...	...	108,800	0	0	...	...	...	...
Transfer to "Capitation"	...	...	550	0	0	...	...	...	...
Estimates-in-Chief	...	...	25,500	0	0	...	...	...	...
Forward from 1887-88	...	...	£4	1	8	...	...	...	...
Transfer from "Schools Salaries"	...	...	550	0	0	...	...	...	...
Estimates-in-Chief	...	...	554	1	8	...	...	...	...
Transfer to "Schools Requisites"	...	...	1,250	0	0	...	...	...	...
Estimates-in-Chief	...	...	93	15	1	...	...	...	...
Forward from 1887-88	...	...	2,200	0	0	...	...	...	...
Transfer from 1887-88	...	...	6	10	3	...	...	...	...
Transfer to "Schools Incidentals"	...	...	2,206	10	3	...	...	...	...
Estimates-in-Chief	...	...	200	0	0	...	...	...	...
Forward from 1887-88	...	...	1,100	0	0	...	...	...	...
Transfer to "Schools Incidentals"	...	...	37	18	6	...	...	...	...
Estimates-in-Chief	...	...	1,137	18	6	...	...	...	...
Forward from 1887-88	...	...	200	0	0	...	...	...	...
Transfer to "Schools Incidentals"	...	...	1,700	0	0	...	...	...	...
Estimates-in-Chief	...	...	93	15	1	...	...	...	...
Forward from 1887-88	...	...	2,700	0	0	...	...	...	...
Transfer from 1887-88	...	...	71	14	2	...	...	...	...
Transfer from "Travelling Expenses"	...	...	200	0	0	...	...	...	...
Transfer from "Instruction of Pupil Teachers"	...	...	200	0	0	...	...	...	...
Incidentals	...	...	3,171	14	2	...	...	...	...

Estimates-in-Chief Forward from 1887-88	...	...	...	30,000 0 0 2,263 10 7	32,263 10 7 1,185 0 0	Buildings Ditto	...	...	32,263 10 7 1,185 0 0	25 0 0	
Estimates-in-Chief Ditto	...	...	...	450 0 0 18 1 0	468 1 0 500 0 0	Ditto	...	...	468 1 0 451 6 6	48 13 6	
Forward from 1887-88	...	...	...	...	19,200 0 0 86 17 9	Provisional Schools	...	...	18,423 0 7	813 17 2	
Estimates-in-Chief Ditto	...	...	...	...	...	GRAMMAR SCHOOLS—	...	...	...	...	
Forward from 1887-88	...	...	...	1,870 0 0 2 0 0	1,872 0 0 150 0 0	Exhibitions—Scholarships Ditto	...	...	1,814 16 6 100 8 0	57 3 6 49 12 0	
Estimates-in-Chief Ditto	...	...	...	900 0 0 150 0 0	1,050 0 0 1,000 0 0	Ditto	...	...	925 0 0 1,000 0 0	...	125 0 0
Forward from 1888-87	...	...	...	...	...	Brisbane (Boys') Endowment Ditto (Girls)	...	...	1,000 0 0 1,000 0 0	...	
Estimates-in-Chief (Schedule D.)	...	...	...	...	...	Ipswich Endowment	...	...	1,000 0 0 1,000 0 0	...	
Ditto	...	...	...	...	...	Toowoomba Ditto	...	...	1,000 0 0 1,000 0 0	...	
Ditto	...	...	...	...	...	Maryborough (Boys') Endowment Ditto (Girls)	...	...	1,000 0 0 1,000 0 0	...	
Ditto	...	...	...	...	...	Rockhampton Endowment Townsville	...	...	1,000 0 0 1,000 0 0	...	
Supplementary Estimates Ditto	...	...	...	...	...	Ditto Building Endowment	...	...	1,200 0 0	...	
TECHNICAL EDUCATION—	...	...	...	...	...	TECHNICAL EDUCATION—	...	...	...	...	
Estimates-in-Chief	...	...	...	...	...	Brisbane School of Arts	...	...	600 0 0 150 0 0	...	
Supplementary Estimates	...	...	...	...	...	Townsville School of Arts	...	...	...	...	
MUSEUM—	...	...	...	...	...	MUSEUM—	...	...	...	...	
Estimates-in-Chief	...	...	...	...	...	Salaries...	...	...	1,423 0 0	...	
Ditto	...	...	...	...	...	Purchase of Specimens	...	...	550 0 0	...	
Transfer from "Library"	...	...	...	...	...	...	...	...	...	...	
Estimates-in-Chief	...	...	...	...	...	...	...	...	...	...	
Forward from 1888-7	...	...	...	...	...	...	...	...	...	...	
Transfer to "Purchase of Specimens"	...	...	...	...	...	...	...	...	...	...	
Estimates-in-Chief	...	...	...	...	...	Library	...	...	249 5 9 200 0 0	...	163 6 5
Ditto	...	...	...	...	...	Maintenance of Buildings...	...	...	100 0 0	...	
Total	...	...	...	...	...	Standards of Weights and Measures	...	...	...	...	
	...	...	...	...	...	TOTALS	...	...	217,998 14 6	5,801 3 8	278 6 5

J. W. C. DRANE, Accountant.

Table M.  
STATEMENT of LOCAL SUBSCRIPTIONS ACCOUNT for the Year 1889.

RECEIPTS.			DISBURSEMENTS.			
	£	s. d.	£	s. d.	£	s. d.
To Balance from 1888...	1,731	4 11				
„ Contributions during 1889 ...	3,799	9 4				
„ Interest during 1889	86	13 7				
			5,617	7 10		
			£5,617	7 10		
By Payments to Consol- dated Revenue ...					70	2 11
„ Deposits Q.N. Bank ...					3,064	6 6
„ Local subscriptions re- turned—						
Biarra ...					4	0 0
„ Balance to 1890 ...						
					3,138	9 5
					2,478	18 5
					£	5,617 7 10

J. W. C. DRANE,  
Accountant.

Table N.  
STATEMENT showing the AID GRANTED by GOVERNMENT to the existing GRAMMAR SCHOOLS to the 31st DECEMBER, 1889.

SCHOOL.	FROM DATE OF ESTABLISHMENT TO 31st DECEMBER, 1888.		DURING 1889.		TOTAL.
	In Aid of Building.	Annual Endowment.	In Aid of Building.	Endowment.	
	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.
Brisbane (Boys') ...	{ 4,000 0 0 } 6,000 0 0 2,000 0 0	19,021 18 3	...	1,000 0 0	*†32,021 18 3
Brisbane (Girls') ...	{ 4,000 0 0 } 6,000 0 0 2,000 0 0	8,625 0 0	...	1,000 0 0	†21,625 0 0
Ipswich ...	{ 5,521 9 6 } 2,000 0 0	25,000 0 0	...	1,000 0 0	†33,521 9 6
Toowoomba ...	{ 5,333 15 6 } 2,000 0 0	12,000 0 0	...	1,000 0 0	†20,333 15 6
Maryborough (Boys') ...	4,000 0 0	7,333 6 8	...	1,000 0 0	12,333 6 8
Maryborough (Girls') ...	2,000 0 0	4,750 0 0	...	1,000 0 0	7,750 0 0
Rockhampton (Boys') ...	4,000 0 0	8,000 0 0	...	1,000 0 0	13,000 0 0
Townsville ...	4,000 0 0	250 0 0	1,200 0 0	1,250 0 0	6,700 0 0
TOTALS ...	£ 52,855 5 0	84,980 4 11	1,200 0 0	8,250 0 0	147,285 9 11

\* Exclusive of Amount received by Trustees for the original Grammar School Building (£10,000) and for the resumption of portion of the original Grammar School Reserve for Railway purposes, viz., £4,877 Os. 1d.; total, £14,877 Os. 1d.  
† Inclusive of Loan of £8,000 } Being repaid by half-yearly instalments of principal with interest.  
; " " £2,000 }

J. W. C. DRANE,  
Accountant.

TABLE O.

**Table O.**  
**SUCCESSFUL COMPETITORS FOR EXHIBITIONS TO UNIVERSITIES.**

Year.	Name in order of Merit.	School.	University Attended.	Remarks.
1878	1. Byrnes, Thomas Joseph ...	Brisbane Grammar School...	Melbourne	Gained a State School Scholarship, December, 1873, standing first in rank of competitors. Gained the Open Exhibition for English and History, and the Classical Exhibition of £50 for Candidates of the Law Scholarship at Melbourne University, 1879. First Class Classical Honours in B.A. Degree, and University
	2. Francis, Richard Powell ...	ditto	Melbourne	Gained a Mathematical Exhibition of £40 a-year for four years in Balliol College, Oxford, 1879. Second Class Honours Mathematical Moderations, 1881, and Third Class Honours Mathematical Finals, 1883. Appointed a Master in the Brisbane Grammar School for Boys, January, 1885.
	3. Black, Ernest ...	ditto	Edinburgh	Gained a State School Scholarship, December, 1873, and matriculated with credit at Edinburgh University, 1879.
1879	1. Woolcock, John ...	ditto	Sydney	Gained a State School Scholarship, December, 1874. Gained First Exhibition of £50 at Sydney University Matriculation, 1880; £50 Scholarship for Mathematics, 1881; and Gold Medals for Essay and English Verse; £50 Scholarship for Natural Science, 1882; Belmore Medal for Agricultural Chemistry; Second Class Honours in Mathematics and Science, B.A. Examination, 1883.
	2. Love, Wilton Wood Russell ...	ditto	Edinburgh	Sydney Senior Prizeman, 1879. Gained First Exhibition at Matriculation, Edinburgh University, 1880. University Medal for Materia Medica, First Class Certificates in Anatomy and Physiology, 1883. M.B. and C.M. Degrees, with Honours, 1884.
	3. Ross, Benjamin Atkinson...	ditto	Oxford	Gained a State School Scholarship, December, 1874. Matriculated at Balliol College, Oxford, 1880. Second Class Honours, History Schools, B.A. Examination, 1883. Second Class Honours, Jurisprudence, 1884. First Class Honours, B.C.L., Oxford, 1885.
1880	1. Wheeler, James Alfred ...	Ipswich Grammar School ...	London...	Matriculated First Class at London University, in 1881. First Class in Chemistry, 1882.
	2. Jones, Thomas Edward ...	Brisbane Grammar School	Sydney	Gained a State School Scholarship, December, 1874. Sydney Junior University Prize, 1878. Won Third Exhibition of £50, at Sydney Matriculation, 1881. First Class in Classics and Mathematics, 1882. First Class in Classics, and Second in Mathematics, 1883. Second Class Classics, Third Class Mathematics, B.A. Examination, 1884. Appointed a Master in the Brisbane Grammar School for Boys, April, 1885.
	3. Carrosso, Arthur Benjamin	ditto	ditto	Gained a State School Scholarship, December, 1875. Matriculated at Sydney, with First Class Honours in all subjects, 1881. First Class in Science, and second year "Want" Science Scholarship of £50, 1883. Second Class Science, B.A. Examination, 1884. Appointed a Master in the Brisbane Grammar School for Boys, April, 1884. Edinburgh University, First Class in all Subjects for First Year, 1889.
1881	1. Power, George Washington	ditto	Melbourne	Gained a State School Scholarship, 1876. Sydney Junior University Prize, 1870. Sydney Senior University Prize and "John West" Medal, 1881. Open Scholarship of £50 at Trinity College, and Medal for Latin Prose, Melbourne, 1883. University Exhibition for Classics, 1884. University Exhibition for French and German, 1885. University Scholarship for Classics and Philosophy for Third Year, and First Class in Classics, 1886. L.L.B. Degree, University Scholarship for Law, 1888.
	2. Liddle, Percy Herbert	ditto	ditto	Gained a State School Scholarship, 1876. Open Scholarship of £50 at Ormond College, Melbourne, 1883. Second Class Honours in Medicine, 1884 and 1885. M.B. Degree, 1887.
	3. Sydes, Edward John	Ipswich Grammar School ...	ditto	Gained a State School Scholarship, 1876. Matriculated at Melbourne University, 1882. Third Class Honours in First Year Arts, October, 1882. Scholarship in History at Ormond College, Melbourne, 1886.



To Balance  
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Year.	Name in order of Merit.	School.	Location.	Achievements.
1883	1. Hay, James Alexander	Brisbane Grammar School	Melbourne	Gained a State School Scholarship, December, 1885. First Class in Natural Science and First Class in Mathematics, first year. University Scholarship for Natural Science, 1886. Renwick Scholarship, First Class in Honours in Chemistry, Botany, Zoology, and Comparative Anatomy, 1887. First Class in Anatomy, Materia Medica, Physiology, and Pathology, 1889. Gained a Scholarship at St. John's College, Sydney, 1885. B.A. Degree, 1888. Gained a State School Scholarship, December, 1879. Second Class Honours in Classics at Matriculation, Melbourne, 1885. Entrance Scholarship at Ormond College, Melbourne, 1886.
	McKib, James	ditto	Melbourne	
	Townley, Percy Langford	Ipswich Grammar School	Sydney	
1884	1. Forrest, James	Brisbane Grammar School	Edinburgh	Gained a State School Scholarship, December, 1880. First Entrance Scholarship (the Perry) at Trinity College. Honours in French and Mathematics, Matriculation Examination, 1888. Classical Scholarship at Trinity, First Class in Natural Philosophy, Second Class in Classics and Philology, B.A. Degree, 1889. Gained a State School Scholarship, December, 1880. First of the Medical Division at London University Matriculation, 1886. Gained a State School Scholarship, December, 1880. Second Class Honours in Mathematics first year, Sydney, 1886. First Class Honours and Smith's Prize in Science, Levey Scholarship of £50, and Second Class Honours in Chemistry, 1887. University Gold Medal in Engineering and Architecture, First Class Honours in Mineralogy, First Prize in Building Construction, Bachelor of Engineering, B.E. Degree, 1888.
	2. Scott George	ditto	Oxford	
	3. MacGregor, Peter Balderston	Ipswich Grammar School	Glasgow and Oxford	
1885	1. Wilson, Collin George	Brisbane Grammar School	Sydney	Gained a State School Scholarship, December, 1880. First Entrance Scholarship (the Perry) at Trinity College. Honours in French and Mathematics, Matriculation Examination, 1888. Classical Scholarship at Trinity, First Class in Natural Philosophy, Second Class in Classics and Philology, B.A. Degree, 1889. Gained a State School Scholarship, December, 1880. First of the Medical Division at London University Matriculation, 1886. Gained a State School Scholarship, December, 1880. Second Class Honours in Mathematics first year, Sydney, 1886. First Class Honours and Smith's Prize in Science, Levey Scholarship of £50, and Second Class Honours in Chemistry, 1887. University Gold Medal in Engineering and Architecture, First Class Honours in Mineralogy, First Prize in Building Construction, Bachelor of Engineering, B.E. Degree, 1888.
	2. O'Keefe, John Arthur	ditto	ditto	
	3. Cook, John Thomas Robert	ditto	Melbourne	
1886	1. Ashworth, Louis Naish	Brisbane	Melbourne	Gained a State School Scholarship, December, 1880. First Entrance Scholarship (the Perry) at Trinity College. Honours in French and Mathematics, Matriculation Examination, 1888. Classical Scholarship at Trinity, First Class in Natural Philosophy, Second Class in Classics and Philology, B.A. Degree, 1889. Gained a State School Scholarship, December, 1880. First of the Medical Division at London University Matriculation, 1886. Gained a State School Scholarship, December, 1880. Second Class Honours in Mathematics first year, Sydney, 1886. First Class Honours and Smith's Prize in Science, Levey Scholarship of £50, and Second Class Honours in Chemistry, 1887. University Gold Medal in Engineering and Architecture, First Class Honours in Mineralogy, First Prize in Building Construction, Bachelor of Engineering, B.E. Degree, 1888.
	2. Cooper, Hugh Erskine	ditto	London	
	3. Bradfield, John Job Crew	Ipswich	Sydney	

Table 0—continued.  
SUCCESSFUL COMPETITORS FOR EXHIBITIONS TO UNIVERSITIES—continued.

Year.	Name in order of Merit.	School.	University Attended.	Remarks.
1886	1. Challands, Frederick ...	Maryborough Grammar School ...	Sydney ...	Gained a State School Scholarship, December, 1880. Sydney Junior Examination, 1883; Senior, and Silver Medal, 1885. Matriculated 1887, with Second Class Honours. First Class Honours in First Year's Examination, 1888, and Second Class Honours in all subjects of First Professional Medical Examination.
	2. Brooke, Edward ...	Brisbane Grammar School ...	Melbourne ...	Gained a State School Scholarship, December, 1881. Scholarship of £50 at Trinity College for English and History.
	3. O'Rourke, Frederick William ...	ditto ...	ditto.	
1887	1. Graham, Austin Douglas ...	ditto ...	ditto ...	Scholarship at Trinity College, Melbourne, 1888. First Class in French, English History, and Mental Philosophy, Second in Inductive Logic, second year, 1889.
	2. Morrow, William Alexander ...	ditto ...	ditto ...	Gained a State School Scholarship, December, 1882. Scholarship at Ormond College, Melbourne, 1888. Second Class in French, second year, 1889.
	3. Cameron, John Alexander ...	Ipswich Grammar School ...	...	Class I. in Parts II. and III., and Class II. in Part I. Previous Examination, Cambridge, 1888.
1888	1. Mant, Reginald Arthur ...	Maryborough Grammar School ...	Oxford.	Matriculated at Trinity College, Oxford, 1889.
	2. Roberts, James Walter ...	ditto ...	Sydney ...	Gained a State School Scholarship, December, 1883. Matriculated at Sydney University with Honours, Prox. Acc. for University Scholarship Final Examination, first year, 1889.
	3. Müller, Oscar Rudolph Percy ...	Brisbane Grammar School ...	Melbourne ...	Gained a State School Scholarship, December, 1882. Exhibition at Ormond College, Second Class in Ancient History, 1889.
1889	1. Fowles, Edward Wesley Howard ...	Brisbane Grammar School ...	Melbourne ...	Gained a State School Scholarship, December, 1884.
	2. Walker, Henry Kennedy McGill ...	ditto ...	ditto ...	Gained a State School Scholarship, December, 1884.
	3. Cameron, Walter Evan ...	Ipswich Grammar School ...	Cambridge or Edinburgh	

## REPORT OF THE GENERAL INSPECTOR.

General Inspector's Office,  
Department of Public Instruction,  
Brisbane, 28th April, 1890.

SIR,—I have the honour to submit to you my Annual Report for 1889.

The usual course of office duty took up most of my time, but did not engage me wholly as in previous years. In April and May I was able to accept leave of absence for five weeks, my last leave for any length of time more than a day or two before that date having been taken in 1886; about a fortnight in June was occupied in a rather hurried round of visits, on special duty, to the Maryborough, Gympie, and Toowoomba schools; and from the end of June till the beginning of September, for ten weeks, I was engaged, under special instructions, in visiting New South Wales, Victoria, and South Australia.

In addition to the usual duties of the office, towards the close of the year, my time was taken up, for a short time on afternoons, but mainly in the evening, as one of five officers—the others being the Under Secretary, the Senior District Inspector, and Messrs. Macgroarty and Kennedy, District Inspectors—convened in conference, under instructions from the Minister, for the purpose of revising the Regulations of the Department. This conference did not cease to sit regularly till the middle of the current month, and it has not yet finally closed.

The duties of the conference above referred to interfered to some extent with the inspection of schools in Mr. Macgroarty's district, and very considerably in Mr. Kennedy's; but, in my opinion, their work in conference is more valuable than their work in the field would have been for that time, and may be profitably set off, in the interests of the Department and of education generally, against the omitted inspection of schools.

In the end of October Mr. Kennedy met with a very serious accident, which prevented his going out to inspect during the remainder of the year. This accounts for the greater part of the omitted inspection in his district; but he was engaged on conference work even before he was properly fit for duty.

For the non-inspection of other schools, reported as not having been overtaken by inspectors, and for the smallness of the number of schools which were inspected a second time, I do not know any other reason except that the inspectors concerned did not get through their work fast enough to complete it, and in some cases took longer time to write reports than is judicious.

It is greatly to be desired that inspectors should push forward their work briskly in the early part of the year, so as to avoid a hurried rush as the year closes, and the carrying forward of a parcel of unreported inspections into the beginning of the following year.

In the revising conference before mentioned we had before us every department of school work, including, of course, inspection; and the results, in the shape of a draft of a proposed new issue of the Regulations of the Department, general instructions to teachers and others, and appendices is now with the printer. The existing Regulations, the suggestions of the teachers' conferences of 1888 and 1889, the suggestions of the District Inspectors' Conference of 1889, and the suggestions put forward by myself in a report which, by permission, I have appended to this report (Appendix A), were traversed with care, and fully discussed, before being finally submitted to the Minister for his adoption or rejection.

Appendix B to this report contains the instructions which resulted in the report above alluded to, Appendix A to this report.

The report of my Southern tour contains the main body of any new ideas on educational matters gathered by me in the neighbouring colonies; and the practical suggestions in regard to minor detail for working out the ideas will be found, in so far as these were approved, in the new issue of the Regulations.

The discipline of the service has been well maintained, on the whole, though a few cases have occurred in which it has been needful to punish more or less severely for neglected duty or improper conduct; but the reports of inspectors show that the desire is general on the part of teachers to do their work as well as they can.

Nothing would be gained, I think, by adding to or commenting on the statistical information fully supplied in tables and reports which accompany this, as appendices to the Annual Report of the Department. The reports of the District Inspectors furnish the usual full details of their work. Some of their deductions from the limited statistics at their command are not generally applicable, such as those having regard to strength of staffs and cost of instruction. The opinions they severally express, on occasions, about debatable professional matters must be accepted for what they are worth, and should not be held as committing the Department, or as being strictly correct in theory, or even as generally accepted in practice by the best authorities.

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It may be well here to note some of the provisions of the new draft Regulations, which have been in the main temporarily approved by the Minister.

Assistance is to be given towards the establishment and repair of Provisional schools, a *desideratum* referred to by me two years ago, and one which will be a great boon to struggling settlers.

The rule for the promotion of teachers from one division to another of the same class is stated as definitely as it was considered desirable to do, and in the classification and promotion of teachers more stress has been laid than formerly on practical skill in teaching.

Pupil teachers henceforward will not be admitted into any class higher than the second, so as to ensure at least three years of training while in pupilage, and their services will not necessarily be retained, as heretofore, after their pupilage has ended.

Schools will be classified according to attendance, and, as far as possible, the larger schools will be placed in charge of the more highly classified teachers. Due care has been used in so arranging to conserve existing interests. The strength of school staffs has also been regulated, on the basis of allotting 0, 20, 30, or 40 pupils to the head teacher, according to the size of the school, 40 to an assistant, and 30 to a pupil teacher, with adjustment half-yearly, or oftener if found to be required. The expectation from those arrangements and from corresponding adjustments, whereby teachers' salaries will be the same in the same class of school, provided their classification admits of it, is that greater freedom will be given to the Minister in transferring teachers, and the inequalities and inconvenience of the present system of capitation allowances will be done away with.

Regulations have been arranged, co-ordinated, or framed to deal with resignations, transfers, travelling expenses, leave of absence, and teachers' allowances, in regard to which the practice of the Department has been undefined or obscure.

The programme of instruction in Provisional schools, bearing in mind the capabilities of the teachers usually to be found for them, has been limited, by the exclusion of history, mechanics, drawing, drill, and music, so as to concentrate attention on the subjects of most importance and most likely to be fairly well taught.

The general course of instruction has been altered considerably with the view of minimising the attention to be given to certain subjects of least importance, either as knowledge to be acquired or as aids to mental culture and educational discipline, and of giving more scope to intelligent teaching in such subjects as reading, arithmetic, and grammar, from which accrue the highest practical advantage to the future every-day life of the pupil, as well as the intellectual gymnastics necessary for bracing the mind to logical and continuous thought.

The quantity of reading matter has been increased and the reading books changed, in the hope that, taking a new departure, teachers may adopt a less cramped style of treating the subject of the lesson, dealing less with individual words than with the general scope of the theme, so that the pupils may form a clear idea of the matter in hand and of the style in which the author has handled it, and may be taught and encouraged to read for themselves profitably and with interest.

I have long thought that far too little use is made in education of the dramatic faculty which seems to be almost innate in the young, and leads the boy to make believe he is Captain Cook, Ned Kelly, or Robinson Crusoe, according to the last tale he read and the circumstances he is in, and similarly the girl to play at being mamma, or the Queen of Sheba receiving visitors, or Florence Nightingale, according to her passing thoughts and feelings.

I should like the inspectors to encourage the teachers and them their pupils to realise as intensely as possible the work they are engaged in at school, particularly their reading lessons; and anything of the nature now hinted at should be noticed at examination times. One thing is certain, that where any harshness, want of sympathy, soreness, or strained relations exist between the head teacher and his subordinates, or between the teachers and the pupils, such work cannot be done; and while the converse may not be always true, I should be inclined to question the humanity of the discipline in a school where natural and expressive reading and recitation are not found. Teachers who cannot or do not care to operate through their pupils' imaginations are neglecting to occupy a very advantageous position for their work.

The arithmetic programme has been drawn to differentiate between the boys and the girls, as the latter lose in arithmetic by the time given to needlework, and has been extended, in regard to the boys of the upper classes, into elementary geometry and algebra. The object of this change is to get sufficient knowledge of the subject for the practical purposes of common life, at as early a stage as practicable, to utilize the subject more as an educational implement than heretofore, to prevent waste of time in dealing with hard problems in numbers of very little practical use, and to afford to boys who remain at the Primary school till they are fourteen or fifteen, and who are not to be sent to a more advanced school, some knowledge of mathematics which will enable them to deal easily with many problems not soluble except with great difficulty by arithmetical rules.

It has been recognised for some time that the instruction given under the head of object lessons has been, in a large measure, dry and dead and useless, either for the purpose of acquiring knowledge or affording relaxation or pleasure to the pupils, or aiding efficiently as an educational agent. It is proposed, under the new programme, to give in the lower classes, under the head of object and general lessons, easy conversational lessons on interesting subjects, and on conduct and manners, to be followed up by lessons on

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on various matters of useful knowledge, along with temperance lessons—i.e., lessons whose aim is to warn against the abuse of alcoholic drinks—lessons on first aid in accidents, and, in the upper classes, natural science and mechanics for the boys, and domestic economy and household science for the girls.

In music it has been decided to require singing from the lowest classes upwards; and sight singing of graduated difficulty from the upper classes, to be taught from either the common or the sol-fa musical notation. It is a pity that music is not more generally understood by our teachers; perhaps by-and-bye under the operation of a training college, better taught teachers may teach the subject better. In the meantime, so far as I can see, the subject does not generally brighten school life as it should do, and take hold of the pupils so as to benefit them by its influence in after years.

Drill is not to occupy the time of the teachers and pupils further than to secure orderly class movements, and to provide a set of suitable physical movements at each change of lessons, to relieve the body and thereby refresh the mind by muscular exercise. Military drill is provided for in the upper classes where the number of pupils of suitable age is sufficient to render it probable that the work can be done profitably.

In geography, the course has been considerably lightened, so as to provide for a reasonably complete notion of general geography being supplied to the pupils without necessitating the cramming of lists of names, hard to learn and easy to forget. Inspectors and teachers should work this subject in such a way as to make it living and real. At present it is not so. He is likely to be thought the best teacher who gets the greatest quantity of the text of the biggest geography book into the minds of his pupils, using such books as Hughes and Bevan. To my mind the number of places named in the small Cornwell's geography is quite sufficient for Primary school work; and if so many are properly taught, with the facts and associations in connection with them to be collated from other sources properly woven in, I should consider geography to be well taught; while columnar lists and reticulated masses of names learned to-day and forgotten next week, or month, or year, and not connected, every one of them, in some way in the pupil's mind with the living interest of the place, I should consider as useless, if not hurtful; and the time taken to temporarily acquire them time wasted.

The proposed new programme in grammar does not differ essentially from the one heretofore in use, except that it introduces the study of composition in the upper classes in a systematic way. The idea has been gaining ground, of late years, that the teaching of grammar in our schools has, so to speak run to seed, and has become less of an intellectual culture than it should be, more of a filling up of forms, and comparatively valueless in its influence on the style of the spoken or written language of the pupils. Bad English should be carefully guarded against by the teachers, and should be corrected habitually, on suitable occasions, when found in the utterances of the pupils, in their speech or writing, or when seen elsewhere in print which comes casually under observation. Exactness of form has been sought after in parsing of words and analysis of sentences, with the proper motive of getting uniformity of practice, of compelling the facing of difficulties, and of preventing the omission of information required to show knowledge of the underlying rules and principles; but in many cases this work has been carried so far that the filling of the forms has come to be considered the main thing, instead of the explication of the relations in thought which are sought to be conveyed by the language under review, and so pupils come to think of the gems of prose and poetry presented to them for criticism less in their bearing on life, as science history, art, or morals, than as intellectual puzzles to be taken to pieces, as far as possible, without damaging them.

Drawing is introduced into the programme, to be taught from Prang's system, thus filling a blank, to which attention has frequently been called, in comparing our educational work with that of other countries.

The history taught from the old programme, according to the reports of the inspectors, is greatly lacking in intelligence and precision. It is proposed in the new scheme to limit the work in this subject, and to confine it to the matter contained in the reading books, Nelson's Royal Readers.

In addition to prescribing a general course of instruction for each class, the proposed new Regulations set forth the ages at which pupils are expected to enter each class, and thus of course they at the same time indicate the length of time considered needful to traverse the work laid down, from the age of four years at entrance to the infant school, or five years at entrance to an ordinary mixed school, up to the age of fifteen. It is also provided that pupils shall leave the infant school, or the first class of a school other than an infant school, at the age of seven, instead of eight years as heretofore.

Moreover, it has been considered judicious to set out the programme in half-yearly portions, so as to give definiteness and uniformity to the teaching and examination of the work, and consequently to assist in forming clearer comparative values of teachers' success.

The new standards of examination for pupil teachers contemplate a two years' course at a training college as their proper termination. At present pupil teachers are classified immediately on passing the examination at the end of their pupilage; and, to save existing rights, pupil teachers who were admitted previous to the current year will still be examined in the same way for admission to Class III.; but to those appointed since the beginning of 1890, the examination for admission to Class III. will be that for training college students at the end of their first year of training.

Similarly, teachers will be examined on the new programmes of study laid down for admission into Class III. and Class II., until the end of 1894, after which the examination for admission into Class III. will be that for training college students at the end of their first year of training, and for admission into Class II. the examination for training college students at the end of their second year of training.

A new programme has also been drawn for teachers seeking admission into Class I.; and for admission into both Class II. and Class I. provision has been made for taking the examination in sections in successive years.

In making so complete a revision of the Regulations as has been done on this occasion, it was deemed advisable to provide general regulations for the establishment of a training college for teachers in the hope, which has so far been realised, that the Minister would see his way to approve of such an institution and will receive from Parliament the necessary funds for its support; but even if this does not commend itself immediately to the country, the work will not be wasted; the new programmes can be worked on the old lines, and by-and-by, when public opinion permits, we shall have not only a training college for our teachers, but that completion of our educational system, the Queensland University.

I have, &c.,

D. EWART,  
General Inspector.

The Under Secretary for Public Instruction.

#### APPENDIX A.

Education Office,  
Brisbane, 21st October, 1889.

SIR,—I have the honour to forward to you the following report of my visit to the southern colonies in search of suggestions by which possibly our Department may be improved, both in respect of its administrative and its more strictly professional or educational aspects.

The letter of instructions given to me, accompanied by letters accrediting me to the Ministers for Education in New South Wales, Victoria, and South Australia, set forth a wide range of inquiry regarding inspection, schools, teachers, pupil teachers, instruction, reading books, training of teachers, examinations, and regulations, besides leaving me free to inquire otherwise than under the heads laid down, and statedly informing me that my "whole report is to be permeated by a spirit of inquiry, with one definite object in view—namely, to find out what is best to do and to avoid in the present circumstances of the Department."

I left on my mission, as above instructed, on the 21st June last. Arrived in Melbourne on the 28th idem; left for Adelaide 23rd July, arriving on 25th; reached Melbourne again on the 3rd August; left Melbourne for Sydney on the 7th, and arrived on the 9th; and finally arrived in Brisbane from Sydney on the 3rd September last.

The actual time spent by me in each of the three colonies was:—In Victoria, thirty days; in South Australia, nine days; and in New South Wales, twenty-three days.

In each of the three colonies named above I pursued my inquiries in the following order:—First, the office and departmental routine; second, visits to large town schools; third, visits to ordinary or small country schools; and, as opportunity offered, conversing and exchanging information with the political and permanent heads of the departments, departmental officers of various grades and functions, inspectors, teachers, and the general public.

During my inquiries I amassed a quantity of official forms, books, and documents, which I have arranged, with my notes on the colonies severally, and forward herewith for your perusal.

In the following remarks I follow the order of the subjects of inquiry as laid down in my letter of instructions.

#### ADMINISTRATION.

Under this head I note that in the other colonies not every incoming or outgoing letter is registered. A great deal of the correspondence between the department on the one hand and its inspectors, teachers, and the public on the other is treated as formal, and disposed of by the professional or the clerical staff, according to its nature, without reference to the Minister.

I think that the Minister would be relieved, the working of the Department eased, and the public better served by the adoption of a similar practice in our Department.

The Under Secretary should have general control, but should not have to deal in detail with any papers except those which it is needful to submit to the Minister, such as those which affect the standing and position of teachers and officers.

The heads of branches, such as the Superintendent of Buildings, the Accountant, the Chief Clerk, and the General Inspector should deal with all formal papers regarding the work in their charge without reference to the Under Secretary, and should be held responsible by the Minister for the action they take. Of course, in any doubtful matter, these officers would submit the papers to the Under Secretary for the Minister's ruling.

#### INSPECTION.

In South Australia the Inspector-General is our Under Secretary and General Inspector in one. In Victoria there is an Inspector-General and an Assistant Inspector-General. In New South Wales there is a Chief Inspector and a Deputy Chief Inspector. Our General Inspector is the officer corresponding to the Inspector-General or Chief Inspector of the other colonies.

The Inspector-General in South Australia frequently visits schools, and his personal influence, by his presence, his writings, his arrangements, and superintendence is at present the chief factor, in my opinion, in South Australian education.

In Victoria the Inspector-General and Assistant Inspector-General do not seem to ever leave the office, but are constantly dealing with papers regarding inspection, school staffs, and school workings; and, between them, they are responsible for the examination of trainees.

In



In New South Wales both the Chief Inspector and his Deputy are frequently in the field, each of them having last year inspected thirty or forty schools.

In all cases the papers submitted for advice to the officer in the other colonies corresponding to our General Inspector are prepared, as regards details of information required, before he is called on to deal with them, by superior clerks or men with professional knowledge and experience.

I think it will be of great value to the service that our General Inspector shall be able to offer his advice freed from the need of seeking out, as hitherto, all the information regarding the statistics and general facts of a case; that he shall be frequently inspecting schools; and that he shall have a competent assistant, on whom, in the absence of the General Inspector, the Minister may rely for advice.

As regards professional advice, a great deal more use is made of the District Inspectors, and in New South Wales of the Inspectors who are under the District Inspectors, than with us. The ultimate action of the Department in all matters affecting the status, emoluments, and position of teachers, and the discipline and instruction of the schools should properly depend on the District Inspectors, who are the officers in habitual contact with teachers and schools, subject to a review of their opinions by the General Inspector, who is responsible to the Minister.

Inquiries made regarding the time devoted to inspection and reporting leave no doubt on my mind that the inspectors of those other colonies are expected to do and are actually doing more inspection than our men, with much less time allowed them to write their reports.

The number of inspections made by our inspectors should be increased, the time for reporting shortened, and at the same time the necessity for heavy overtime and night work taken away. To do that will require a change in our report form and in our modes of inspection, and can be done, I think, without sacrificing thoroughness.

In none of the other colonies are the inspectors changed about, as with us, from district to district by rotation. As vacancies occur, the better men are gradually brought into the best positions, *i.e.*, those about the metropolis, the new and young men having to go outside.

The balance of advantage to the public service seems to me to lie on the side of allotting each inspector his district, in which he should reside, and of filtering through him all the correspondence from teachers in his district.

Teachers and school committees should address all correspondence regarding their schools to the local inspector, who should deal at once with all formal and routine matters, and should send on to the head office nothing that he can deal with himself. Matters affecting the expenditure of money above a certain amount, matters affecting the employment, transfer, and the like of teachers, and matters considered difficult or delicate should be referred with an opinion or recommendation to the General Inspector, who again should refer them with an opinion or recommendation through the Under Secretary to the Minister. The office would thus be freed from an amount of petty correspondence which now cumbers it, and the General Inspector allowed time for duties more worthy of the position.

#### SCHOOLS.

*Material.*—Stone or brick is the usual material of which school premises are built in the southern colonies; it is exceptional to see wooden buildings. Some of the schools in Melbourne, Adelaide, and Sydney are imposing structures of considerable architectural pretensions; and occasionally, especially in Victoria, it has seemed to me that utility and convenience have been sacrificed to or less attended to than appearances.

I see no reason, having regard to either beauty or usefulness, and bearing in mind the circumstances of the colony, for changing our general practice of putting up superior wooden school buildings, with an occasional brick or stone building where it is considered desirable to make more show than usual.

Heating is a consideration of importance in the south during half the year—a matter which does not require attention with us, except in a few schools in the south of the country.

In their general appearance, construction, arrangement, furniture, and equipment, our ordinary schools compare favourably with those of the southern colonies.

In New South Wales it is supposed that each school of fifty pupils or over shall have a class room, and both in that country, and in Victoria and South Australia, greater effort is made to secure the isolation of classes than has ever been the practice with us.

Another very important difference between our schools and those of the south, is that in schools of any size, say from 100 pupils upward, the southern colonies construct and arrange their furniture, *i.e.*, their desks and galleries, to accommodate forty or fifty pupils in one group. I desire to lay considerable stress on this point, and to bring before the Minister the absolute necessity for a modification in the arrangement of desks and seats in our schools if it is considered advisable, as it may be by-and-by, when we are ready for it, to require a teacher to take charge of forty or fifty pupils at once.

Incidentally, in connection with seating arrangements, I may mention that I cannot recall more than one or two instances during my tour in which I saw pupils receiving instruction otherwise than seated. It is arranged that the pupils shall be seated all the time they are in school. They may be changed from desks to gallery, and *vice versa*, or from one group of desks to another, or extended so as to occupy two groups of desks, but they are still seated while under instruction. I commend to the Minister's consideration whether the balance of advantage and disadvantage is not in favour of this position, always granting that some little physical exercise takes place at the change from one lesson to another.

In regard to apparatus and material for teaching, we are certainly not behind the southern colonies on the whole; but it struck me that in the smaller schools they had a blackboard more than we have usually supplied, and that sometimes the supply of diagrams and pictures, in illustration of natural philosophy, natural history, and physiology, is in excess of what is found in our schools. I do not think I saw any use made of those pictures and diagrams for teaching; but they help to beautify school walls, otherwise unadorned except by a few maps—their presence is itself educational—and they may be used for class teaching; and some consideration might be given to an extra supply, without extravagant cost, of pictures and diagrams.

Seeing



Seeing that the whole item of school requisites caused our Department last year an expenditure of only £1,400 [Annual Report of Department, Table K, p. 37], it seems to me desirable to regulate the matter of what are called "minor requisites" [Regulation 9], so that the occasionally vexatious collection of a school fund for the supply of those items at the parents' expense shall be done away with, and the Department supply directly all that is needed to carry on the school, except such text books as may be required for home use, which latter should be strictly limited by regulation.

There is no doubt that, as regards numerical *strength of staff*, fewer teachers are employed in each of the southern colonies, and I think it desirable that we should aim at increasing still further the number of pupils taught by each teacher in our schools, approximating to the numbers taught in the other colonies as nearly as our differing climatic conditions will allow, regulating accordingly, and perhaps leaving the Minister free to increase the staffs up to a certain percentage above the usual conditions in Northern Queensland, where the hot season is more protracted and exhausting; but bearing in mind the conditions before alluded to of fitting the schools better for the grouping of large classes, and the other condition, to be more fully treated afterwards, that the teachers be better trained and educated than our ex-pupil teachers now are.

I have come to the conclusion that it is possible to work our schools with fewer teachers, without loss of efficiency, and without unduly taxing the bodily or mental strength of properly qualified teachers.

In regard to the *classification of schools* and the relation of such classification to the *classification of teachers*, the law differs in the different colonies.

A first class school in Victoria is one of over 700 pupils in average attendance, and its head teacher must be a teacher of the first class, *i.e.*, a man who has classified in first honours and holds a degree of the University.

Similarly, a second class school must have a second class teacher, whose qualifications are set forth in the Education Act, and so on with a third, fourth, and fifth class school [Schedule III., and sections 47, 50, 52, and 67 of the Education Act], which last is a school of not more than 50 pupils with a teacher who holds their license to teach.

The classification of the teacher carries with it the salary, but as his classification depends upon his being in charge of a school of the same classification, a man may be and very many are classified much below the degree won by their literary qualifications simply because they cannot get schools—there are not schools for them—of the degree for which their attainments render them eligible; and their advancement in the service, unless their schools increase in attendance, is practically impossible, considering the number of teachers in front of them who must remain in front of them.

In New South Wales there are ten classes of school, graded according to the attendance, from the first class school with an attendance of 600 or over to the tenth class school with an attendance of not more than 20; but unless a certain degree of proficiency is reached the school will not be classed so high as the attendance would otherwise warrant. Schools of the first class may be held by teachers of their highest class, I A; second class schools by teachers of classification I B; third class schools by teachers holding II A (with honours); fourth class schools by teachers of II A status; fifth and sixth by II B teachers; seventh by III A; eighth by III B; and ninth and tenth by III C teachers.

In New South Wales, it is the school which carries the salary, a fixed amount varying from £108 per annum in a tenth class school to £400 in a first class school.

It may be stated, also, that in Victoria the salary attached to the classification of the school and teachers as above described, varies from a fixed minimum by yearly increments to a fixed maximum.

It may also be further noted that many teachers in New South Wales are eligible by classification for schools of a higher class than those they are now in charge of, but their salary is ruled by the class of the school they hold. Contrariwise, if a teacher, temporarily or for reasons deemed sufficient, is left in charge of a school of higher grade than his classification warrants him to hold, his salary is ruled by his classification and not by that of the school.

The arrangements in South Australia are generally as follows, regarding classification of schools and teachers' salaries as depending on such classification: first, in schools with an attendance of 200 and upwards there is a fixed salary, varying according to the size of school, together with a fixed rent allowance and a bonus for successful teaching.

The bonus is arrived at by grading the schools yearly into six classes, according to the percentage of results obtained at inspection, and it varies from *nil* in Class F to £24 in Class A.

Second, in schools with an attendance of under 200, the teacher gets the school fees, a fixed salary according to attendance, rent allowance if there is no residence, the bonus as above, and a further bonus for instructing pupil teachers.

The salaries of assistants in the various colonies are made to depend on the classification of the schools, in a similar way to those of the head teachers, as above shown.

Having shown how the classification of the schools affects the classification of the teachers, it is now necessary to show how the classification of the teacher is determined, apart from the position he holds.

In Victoria, the five classes of teachers are determined by a definite literary examination, which in the three highest classes depends more or less upon Melbourne University.

In New South Wales there are three classes of teachers, with three grades in each class, thus— I A (honours), I A (without honours), I B; II A (honours), II A (without honours), II B; and III ABC,— in all nine grades. There is a definite literary examination for each class, and promotion from a lower to a higher grade in any class is obtained by good service; but no amount of literary attainments will gain admission or promotion to a given class, unless the degree of practical skill in teaching possessed by the teacher is equal to that required for such promotion; in fact, *e.g.*, a teacher is not permitted to sit for the Class II examination unless known as a "very fair" teacher; nor for Class I unless a "good" teacher.

In New South Wales, as in Victoria, the Department leans on the local University for the instruction of the teachers in classics, modern languages, mathematics, and science; and the tendency as well as the desire of the Department, not yet formulated, is to reach forward to possessing teachers with no lower literary stamp on them than the degree of B.A.

The



The constant practice of our Department has been to put the teachers with the highest attainments, who are at the same time known to be the best practical teachers and managers of schools, in charge of the largest schools with the highest emoluments, and to differentiate as finely as possible between teachers of the same standing, according to their record ; but the matter is not regulated.

Our present Regulations attach a money value to a classification derived solely from attainments ; and the practical skill of the teacher is paid for by the capitation allowance, which is larger, the larger the school. I believe it is better to let the school—in other words, the work done or the pupils instructed—carry the whole salary, to see that scholarly teachers are preferred to the best schools, provided they are known as sufficiently good practical teachers, and to regulate accordingly.

In all the colonies visited it was found that, practically, *the promotion of teachers* depends on the same conditions as with us—namely, general conduct, attainments, professional skill, and seniority. It has been shown above how the matter works in Victoria and New South Wales, in connection with the classification of schools. In New South Wales the vacancy affording promotion is filled on the advice of the responsible officers of the Department, determined by the official record ; in Victoria, the teachers are ranged in lists by the committee of classifiers in such fashion that the Department is nearly unworkable in respect of transfers, and it is not possible for a scholarly and skilful teacher to get to the front unless by making an inspector of him, the only way of passing him over the heads of the procession in front of him, many of whom were alluded to in my hearing by officers and teachers as “fossils” and “duffers.” In South Australia the Department has no rule except “length of service, general efficiency, and the class of certificate held,” by which to decide “in considering claims for promotion.”

Bearing in mind all the considerations involved, and having due but not overweening regard to vested interests, I think it is desirable to make regulations for the classification of the teachers anew, in connection with a classification of the schools, in such fashion that the Department shall be able to freely deal with the teachers in regard to promotion and transfer.

The estimation in which a teacher is held by the Department, in other words what is called in New South Wales the “skill mark” of the teacher, should be known to him, to prevent heartburnings and useless applications for places for which he is held to be not eligible, and at the same time let him know what is yet before him to work for. Also teachers should be rather encouraged than not to apply for promotion or transfer to schools for which they are eligible, so that the Department may know what teachers are desirous of moving. Moreover, vacancies might be advertised, if that could be done without detriment to the schools, though there does not seem much need for that step, as teachers generally get to hear of any vacancy they think they would like in time to apply for it.

Victoria is the only colony in which the teachers receive increments to their salaries year by year : I do not advise the adoption of this practice.

Regulations should also be made to limit transfers, leaves of absence, and travelling allowances, more accurately than is done by the traditional practice and incomplete rules which at present prevail in our service.

It may be useful to set side by side the payments made to *pupil-teachers* in the southern colonies, as well as our own, in the various grades, for the sake of comparison, calling the lowest grade the first and the highest the fourth class :—

	MALES.				FEMALES.				TOTAL MALES.	TOTAL FEMALES.	TOTAL.
	Class 1.	Class 2.	Class 3.	Class 4.	Class 1.	Class 2.	Class 3.	Class 4.			
Victoria ... ..	20	30	40	50	16	24	32	40	140	112	252
New South Wales ...	36	42	54	66	24	30	36	48	198	138	336
South Australia ...	20	30	40	50	18	24	30	36	140	108	248
Queensland ... ..	40	45	55	70	20	25	35	50	210	130	340

It is seen that Victoria and South Australia are near together, while Queensland and New South Wales approximate, we being the higher in regard to males, while New South Wales is a little higher in respect of females. I think our scale may stand as at present.

None of the other colonies seem to have any difficulty by reason of excess of ex-pupil teachers, as we have. Pupil-teachers whose pupilage has expired, or a portion of them selected by their merit at examination, are passed into the Training School, there to be educated for one or two years, as the case may be, and then appointed to positions in accordance with their classification, which is not granted them till they have shown their teaching skill in charge of the schools or in the assistantships to which they have been appointed. Such of them as are not trained or are unwilling to go into training may be kept on as pupil-teachers with a pupil-teacher's salary, in Victoria for an indefinite time, in New South Wales for a limited time, after which they must go where required, in charge of provisional schools, or leave the service. These colonies have thus no surpluse of ex-pupil teachers, and I think our service should be regulated in some such way, so as to relieve us from the need which at present prevails of employing in schools more assistant teachers than are required.

It seems to me, after what I have seen in the South, that we cannot afford any longer to classify our ex-pupil teachers immediately that their time has expired, and throw on them the work and responsibility of educating themselves to a respectable standard thereafter. We must train our ex-pupil teachers, or be content to take a lower place than the Southern colonies in respect of the status of our teachers as thoroughly-equipped schoolmasters and school mistresses. Those of the pupil-teachers who will not or cannot press forward to the first places as trained and competent teachers should either drop out of the service or be relegated to the smallest schools, where their experience will still make them better teachers than the poorly-furnished men and women with whom we are now forced for the most part to staff our provisional schools.

The

The following table shows roughly, but with sufficient minuteness for broad comparison, *the course of instruction for pupils* in the highest class in the schools—our own and the three Southern colonies:—

	Queensland.	Victoria.	New South Wales.	South Australia.
Reading ...	Book V.	6th Royal Reader	Book V.	No. V. Chambers; or approved book.
Writing ...	On paper	Running hand	Unruled	Freehand.
Arithmetic ...	Higher arithmetic	Vulgar and decimal fractions; compound proportion and interest; and the mensuration of the triangle, circle, prism, and cylinder	Full course; mensuration; trigonometry	Easy vulgar and decimal fractions; proportion; interest; practice; and mensuration.
Object Lessons ...	Elementary science and domestic economy	Animal and vegetable physiology	Balfour's Elementary Physics and Huxley's Elementary Physiology	Elementary physiology and human physiology, and science generally.
Drill ...	After p. 40 Drill Book	Class drill and extension exercises; Parts I., II. of Military Drill; and some gymnastics	Not defined	As taught in training college; manual and platoon drill; and full camp drill, when arms are provided.
Music ...	Stimpson to p. 181; modulation; sol-fa in common keys; and sing songs and rounds	Much like our own	Much like our own	None.
Needlework ...	Advanced; shirt cut out and made	All plain; to cut out and put together work	Not regulated	Usual stitches; garment; knitting; cut out under garment.
Geography ...	Continents; British Dominions; climate; winds; tides; currents; mathematical geography; sketch maps	Same as 5th class; and descriptive geography of Asia, Africa, and America	Junior and senior university examinations	Geography of world and some special book of travel; physical geography; astronomy; meteorology; distribution of plants and animals.
Grammar ...	Advanced syntax and analysis; prefixes, affixes, and Latin roots; poetry from memory; composition or a letter	Advanced, like our own; but not so full and hard expected; composition	...	"Chambers"; to write a letter or story.
History ...	Outlines of Australian; leading English events; Sovereigns, in order	From 6th Royal Reader	...	Gardiner's English History.
Mechanics ...	Elementary mechanical powers	...	...	...
Drawing ...	...	Figure and flower, geometry and perspective	Geometry and model, and round	Begun.
Geometry ...	...	...	Four books of Euclid and and exercises	...
Algebra ...	...	...	Todhunter, 22 chapters	...
Latin ...	...	...	Principia, Part I., 28 exercises	...
French (girls) ...	...	...	Schneider's first year's course; Caron's French Reader, to exercise 152	...
Scripture ...	...	...	Two parts of Books of Old and two of New Testament (Irish National Series); Also, one hour of special religious instruction, if teacher available for it	Bible reading, half-hour, not compulsory out of school hours, before 9'30.

Looking across the columns, against each subject of instruction, and taking the subjects in the order given, *Reading* does not show much difference in the various colonies. I heard no reading that was better than can be heard in most of our good schools. New South Wales has essentially the same reading books that we have. There can be no doubt, I think, that Nelson's Royal Readers, used in Victoria, are better books than ours; but the quality and style of the reading which came under my observation there were distinctly inferior, a fact which I account for mainly by their way of inspecting it for results, by which prominence is given to mere correctness in saying the words, irrespective of the higher attributes in really good reading. In South Australia, the phonic system of reading has been revived and is applied to the lower classes, by primers specially constructed within the Department. In their highest class they use Chambers's Fifth Book, and they permit the use of any approved book of fiction, travels, and the like, while in the classes above infants and below the highest, Nelson's Royal Readers are used. I feel sure we shall gain in regard to reading by changing our present books for one of several good sets available, the best, on the whole, in my opinion, being Nelson's; and we could also advantageously increase the quantity of matter read in each class, perhaps, by adding to a good standard set of literary reading books, supplementary geographical or historical "readers," as they are called.

In



In regard to *Writing* there seems to be no great difference in the standards, but practically in the schools there is a wide difference in the results. South Australia leads in regard to systematic teaching and careful finished work; but I think there are better copybooks published than those issued and being issued by that Department; and the writing generally is slow and laboured. In New South Wales too much is left to the individual judgment of the teacher, in regard to the style and gradation of the copybooks, and the teaching is not generally systematic, while much of the writing I saw was careless and badly formed. I do not think they gain anything in New South Wales by laying down as a requirement writing to be done on unruled paper. In Victoria I saw little writing that was not careless and ill-formed. The quantity of writing to be done in ordinary school work and on inspection day renders it habitually necessary for the pupils to write so fast that care and finished form are out of the question, and the habit is not checked and mastered by patient restraint at the copybook. All the information in my possession leads me to think that we have better practical results to show in writing than any of the colonies I visited, having regard not only to fine copybook writing, but to the application of the art to ordinary use in transcribing, writing from dictation, and setting down original thoughts in the way of composition. For a thoroughly useful hand for all purposes of life work, I see none better, on the whole, than Vere Foster's, which is easily taught and easily learned—which is, moreover, not apt to degenerate into formless scribble after school days are over; and, lastly, which is almost independent of formal "pen-holding," now-a-days almost obsolete, apparently, both in schools and offices.

In South Australia, *Arithmetic* is taught very intelligently, especially in the earlier stages, every effort being made by the Department by means of diagrams and concrete expression of problems, to see that each step of each process is thoroughly understood and applied; but there is too much of the finical in the teaching, to my mind, and the pace is too slow. The standard laid down for fifth class is "easy vulgar and decimal fractions. The decimalisation of money at sight; contracted decimal multiplication and division; and applied questions. Interest, practice, proportion, mensuration." In Victoria, the range in sixth class is to "vulgar and decimal fractions, compound proportion, and interest," and it is further expected that the arithmetical exercises in this class shall include "calculation of the areas of right-angled triangles and of circles, and the contents of rectangular and cylindrical solids." All the arithmetic I saw in Victorian schools compels me to infer that the teaching in general is less directed to a solid comprehension of the subject than to the solution of problems of the comparatively easy nature and well known form set by inspectors on examination day. Our entrance examination for fifth class is so set forth as to leave of the ordinary arithmetical course only decimals, percentages and roots to be done in that class. New South Wales shoots far ahead of the other colonies in her arithmetical programme for her highest class, which includes not only the full course of arithmetic, but also Todhunter's *Mensuration*, 104 pages of his trigonometry, and soars into four books of Euclid with exercises, and 22 chapters of Todhunter's algebra—i.e., to the end of the problems in simple equations of one unknown. How far the work set is thoroughly mastered in New South Wales, I can speak thus far: The sums set by an inspector at his examination of an ordinary country school, as well as his questions at incidental visits with me to country schools, were more difficult, more comprehensive, and implied far greater grasp of arithmetic than was required in either South Australia or Victoria from pupils of the same age and status, and they were worked with very fair results; and I saw in the town schools whole upper classes of lads not bigger or older or more intellectually mature than are to be found in our own town schools going forward for the Junior Sydney University Public Examination, now over, which our picked scholarship boys attack only after not less than two years at a Grammar School. In our schools, so far as I know, the highest mathematical culture of the upper classes is got from investigating difficult problems in stocks and profit and loss; but surely it requires only saying that there is no comparison between the breadth of culture and width of view implied in (a) grinding through stiff commercial problems of rare application and (b) a general arithmetical knowledge of how to deal with the same class of problems *plus* a knowledge of two or three books of Euclid and the elements of algebra; and so I have come to the conclusion that our arithmetic programme wants revision with a view to its extension. In none of the colonies, I may add, does there seem to be any inclination or felt necessity to differentiate between boys and girls in regard to the arithmetical or mathematical culture required of them; and I think it likely that any attempt or desire to do so to any great extent magnifies unduly a supposed inherent difference between the male and female minds in respect of ability to deal with mathematical truths.

I cannot say, however, that I saw in New South Wales so advanced arithmetic in a girls' school as I saw in the boys' school. Moreover, it does not seem quite reasonable to expect the girls to do as much arithmetic as the boys, considering that the boys are mostly at arithmetic while the girls are at needlework.\*

All the colonies have something running through their programmes, of the nature of the general lessons which we include under the head of object lessons, reaching forward to elementary and desultory science teaching in physics, physiology, hygiene, and so forth. New South Wales drops the so-called object lessons at the fourth class, and puts in for the fifth class Balfour's *Elementary Physics* and Huxley's *Elementary Physiology*. I did not see any object lessons given during my visits to the Southern schools—why I can hardly tell, as I was in town and country schools every day of the school week, and every hour of the school day. They must have been missed by me, and if so they cannot bulk largely in the day's work. In any case it is apparent to me that the object lesson part of our schedule requires reconstruction upon a basis that will lead, in the first place, to sound teaching of science in some direction; and, in the second place, save much time that is now all but wasted and frittered away in teaching that leads nowhere in particular, either as regards the culture of the children's faculties or the acquirement of knowledge worth keeping.

*Drill* of some kind is habitual in all the colonies. Our requirements extend to the more useful exercises, formations, and movements of company and battalion drill, as laid down in Capt. Norman's book. The Victorians take in class drill, extension motions, Parts I. and II. of military drill, and some gymnastics. In New South Wales they have good drill, but the subject is not defined by regulation. The South Australian teachers are expected to teach the drill they learned at the training college, the manual

\* I notice that recently the New South Wales Department has seen fit to lessen the amount of arithmetic and mathematics required to be taught in the primary schools of that country.



manual and platoon exercises, and full company drill where arms are provided. Here and there, through out all the southern colonies, as well as in the town schools, I saw small racks of snider rifles or dummy carbines for the practice of arms. In Victoria cadet corps are common. In New South Wales their cadet corps have fallen through of late, but they are to be re-organised, and the success or failure of the corps is said to depend very much on the man who may be put at the head of the business, whether on the one hand a teacher or other man in whom the teachers will have confidence, and who will be amenable to the Department, or, on the other hand, a soldier or defence force man whom the Department will not be able to control. My opinion about drill now is that it should consist of three distinct elements—(1) simple class drill by which the children can be moved readily in school or playground, (2) extension motions, few, simple, and comprehensive in their action on the muscles for the purpose of relieving and exercising the pupils at every change of lessons, and (3) military drill pure and simple by which, if it is thought desirable and is found practicable, schools or the upper class or classes in schools should be formed into cadet corps and affiliated with the Defence Force. Of course the class drill and extension motions could be taken out of the whole system of military drill so as to avoid confusion in regard to orders and movements. They could be readily learned by teachers, many of whom are poor drills, and easily taught to the pupils, and would be in constant use all day and every day; but in my opinion it would be waste of time to trouble any schools or classes with military drill where a regular cadet corps is not and cannot be formed and kept in regular working order. Whatever drill is taught should be done in school hours, and should be as compulsory as any other subject of the programme of instruction; and cadet corps should, within reasonable limits, be liable to be called on for special drill and exercise on field days which might not be school days.

*Music*, in Victoria and New South Wales, is much the same as our own, both in requirements and attainments. In South Australia the subject is not included in the course of instruction set down by regulation. In Victoria the music is supposed to be written in the ordinary notation, but it is provided that the teacher may affix to the notes "the numbers"—I suppose the numbers 1, 2, 3, &c., in scale progression, calling the key note 1—"or the solfa syllables at his discretion," which is equivalent to solfaing from the old notation with "the movable Do," as it is called. In New South Wales, their music some time ago was all taught, or nearly all, from the solfa notation, I was told; but now the solfa notation is gradually being given up in favour of solfaing from the ordinary notation, with the "movable Do," just as we do with Stimpson as our text book. Their best musical men told me that they found themselves hampered rather than aided by the partial use of the solfa notation, in attaining to free reading of the usual notation; and one of those men, named to me as the Department's most reliable man for musical guidance, was himself trained in the solfa notation, and has had great experience in teaching music to children, as well as in arranging school concerts, and in choosing, harmonizing, and orchestrating music for them. Without further evidence than I have yet had before me, and particularly without backing from our own inspectors, whose finding on this subject or any other, at their conference in March last, I have not yet seen, I am unable to advise that it is necessary or that it would be judicious to materially alter our present programme in music, or place along with it an alternative programme in the solfa notation.

Our programme in *Needlework* traverses all the usual stitches, and includes ability to cut out and make a shirt. The Victorian programme takes in all plain needlework, and requires ability to cut out and put together work. The subject is not regulated in New South Wales, under the school course of instruction. In South Australia they require the usual stitches, a finished garment, knitting, and some cutting out. I do not see that our programme requires any important or essential alteration.

*Geography* in New South Wales is limited by the requirements of the Sydney University examinations. In the other colonies the requirements are much like our own, though differently divided. I do not know that our programme in this subject can be much improved. Particular acquaintance is required with Queensland to begin with, then with Australia as a whole, then with Australasia, and afterwards with the Continents generally, beginning with Europe, the fifth class taking in the Continents generally, the British Dominions more particularly, and physical and mathematical geography, the whole course including ability at each stage to draw sketch maps. My own impression is that we waste time over this subject by teaching and examining into minute details, hard to learn and easy to forget; that the whole course of instruction should be arranged so as to leave less time for irksome cramming of little educational value; and that the examiner's value of the subject should be reduced so as to throw the teachers' energies in more profitable directions.

In regard to *Grammar*, also, I am afraid we waste much time over the technicalities of the subject, which would be better spent in acquiring a broad grasp of the structure and scope of the English language, the practice of composition, and acquaintance with classical English literature, both with the memory and the understanding. Class for class, in the other colonies, except perhaps in the very highest class in New South Wales, I do not think there is to be found the same clear and full expression of the relations of words and thoughts to one another, as we can show in our parsing and our analysis tournaments; but there is less difference between us and them when a composition exercise is examined. The fact is, we have been relying principally on grammar for intellectual training, apart from its use in advancing the knowledge of English. No subject on our programme has afforded the mental gymnastics required, and the subject has got out of balance with other subjects in our teaching. I think it is necessary to restore the balance, get more correct views of teaching the English language, and bring forward other subjects, such as mathematics and experimental science, as being at once more useful and affording scope for mental culture and development.

In Victoria they take their *History* from the reading book (Nelson's Royal Reader); in New South Wales they go forward to the University examinations; and in South Australia they take "Gardiner's Outline of English History" as their history text book. Our course includes the outlines of Australian history, the leading events of English history, and a knowledge of the English sovereigns with dates, for admission into our highest class, after which more detailed English history is expected to be taught; but I cannot remember that we have ever had reports indicating that history is satisfactorily taught in our schools. I think the subject might be entered earlier on our programme by means of some of the "History Readers" that are published and used as training for memory and intellect together at the expense, perhaps, of some of the geography now sought after.

The



The *Mechanics* (for boys) now on our programme should be struck out in favour of a rearrangement of the arithmetical and mathematical side of our work; and the *Domestic Economy* (for girls) should be included in some division of elementary science.

In New South Wales a very important part of "domestic economy" is dealt with in the very practical shape of *Cookery Classes*. They are not general, but there is no particular reason, from the Department's point of view, why they should not be. The class at the Hurlstone Training College for females produces results, I was informed by a man who ought to know, that made me regret that it was not "cookery day" when I was there about lunch time. The class at the Fort Street Public School was started because it was asked for, and was given up for a period on account of its expense to the Department. It has been revived on the understanding that it shall pay its own way. It does so, I was informed. The girls are taught by a mistress, in relays of twelve at a time, and they turn out capital dinners of three courses which can be sold, and are sold, to the children at the midday recess for 6d. a dinner, the supply not being equal to the demand.

There is no reason why we should not teach cooking to girls, where it is considered convenient and necessary to do so.

We are conspicuous among the other colonies by the absence of *Drawing* from our course of instruction for pupils. The drawing is unequal in New South Wales and Victorian schools; I saw some creditable work and much inferior work, the latter being too advanced and giving evidence that the elementary part of the work—the patient cultivation of hand and eye—had not been attended to with insistence. In South Australia the subject is now begun on a sound basis. The sooner we begin it the better. In New South Wales they are importing a man to act as inspector of drawing and regulate the subject for them. I have not seen any system of teaching which, taken throughout, is equal to Prang's in method, gradation, fullness of instruction in text book, and completeness of copies for practice. The papers in connection with a possible introduction of drawing into the schools have been before the Minister for a considerable period, and I recommend that action should go on for regulating the subject and beginning instruction as soon as possible. That view of drawing which regards it as an accomplishment should be strongly suppressed, in my opinion, and the elementary and practical kept steadily in view for the good of the many: the comparative few, with decided artistic tastes and abilities, will readily build on a well laid foundation.

In addition to the *Geometry* and *Algebra* which, in speaking of Arithmetic, I have said are taught to the highest classes in New South Wales schools, that country also lays down a beginning in *Latin* and (for girls) *French* in the fifth class.

Our country offers facilities for *Religious Instruction* to the pupils out of school hours, by clergymen or persons recommended by clergymen, not teachers under the Department. The permission is availed of only to a small extent, and the Department has no means of knowing the extent and quality of the teaching thus given. Clergymen as a rule are not effective teachers of the young, so far as my experience extends, and unless those to whom, being authorised, they may delegate their permission to give religious instruction are better furnished both as regards the knowledge to be communicated and the power to communicate it than are most of the persons in our churches to whom such work is generally committed—say, our ordinary Sunday school teachers—I should not expect satisfactory results under the circumstances.

Victoria prescribes suitable *Lessons on Morals and Manners* to be given to the several classes fortnightly; this is the nearest approach to religious instruction. While I was in that colony an Education Act Amendment Bill was passing through the Legislative Assembly. Among other matters sought to be brought into the scope of the Bill was the restoration to the reading books of expunged passages of a religious nature. Petitions were presented to the House for that purpose and efforts, as yet unsuccessful, are being made to secure in the Victorian Public Schools a certain amount of direct Scripture instruction, coupled with a conscience clause. I could not gather that the feeling of the country was moved on the subject, except in patches, and it is clear that a large section of the community is, at any rate at this stage, indifferent about the matter. Any expression of opinion I obtained from the Department and from teachers on the question was hostile to the introduction of religious teaching.

In South Australia, *Bible Reading* by the teacher is permitted for half-an-hour before the school opens in the morning. The attendance of the pupils is not compulsory; but if the parents of as many as ten pupils request Bible reading as above, the Minister may require the teacher to do it.

The provision for *Religious Instruction* in New South Wales is far more extensive than in the other colonies, and so far as I know, excites no remark of any pronounced kind. Those who like it are pleased, of course, that it should be so; those who do not actually like it do not express their dissatisfaction in any marked way. They acquiesce. It has always been so. It does no harm. There are no signs of, no movement for any change. In addition to the four books of the Irish National series of Scripture extracts, two of Old Testament and two of New Testament, which have always been in use as part of the regular school programme, Moral Lessons are set down to be inculcated, and an hour a day of the school hours, besides the time required for the lessons just mentioned, is available for clergyman or other religious teachers to give special religious instruction according to their several religious persuasions.

We used to teach those Irish National Scripture Lesson Books in our schools, under the late Board of Education. I never rightly knew how they came to be dropped. If the public want religious teaching in our schools, I think the reintroduction of those books is the simplest way to do it.

I was given to understand that in New South Wales about 70 or 75 per cent. of the schools had visitors availing themselves of the hour a day set apart for special religious instruction.

Hackwood's Moral Lessons is the text book in Victoria; in New South Wales they have no text book for moral lessons, and the teachers compile such lessons as they give in the best way they can. I heard one of those moral lessons given in a Victorian Reformatory School, on the subject of "Honesty." The lesson had evidently been given before. The teacher was an earnest-minded man, the class was alive, and I confess to a curious sensation, mostly pity, as I saw the usual finger-snapping and eager show of hands with prompt and correct replies about the virtue of honesty from those pupils, all, or many twice convicted for thieving.

So far as I observed, there is no striking difference between the average ages various grades of proficiency in the several colonies, nor in their time in class; i.e.



fast in one colony as another, having respect to the course of introduction in each colony respectively. There is no regulation age limit for any class in Queensland, New South Wales, or South Australia; but there is an understanding that if the class age is above a certain figure explanation is required. In Victoria the maximum class ages are thus laid down:—Second class, 9 years; third class, 10½; fourth class, 12; fifth class 13½; and sixth 14½. The average age of the children in our schools is:—For first class, 7 years; for second, 10; for third, 12; fourth, barely 13½; and fifth, 14; much the same as in Victoria, considering the distribution of the work covered.

In regard to class time our programme was designed to afford work for three years in first class, two years in second, two years in third; so that leaving the infant school at 8 a pupil should enter the fourth class at 12, thus reaching at the "compulsory age" of our Act "the standard of education" therein defined.

I am of opinion that we could well afford to take a year off the infant school age, making the limit seven years; traverse a satisfactory course of primary instruction during the next four years, and provide for some wider intellectual culture in elementary mathematics, language, literature, and science during the following two years, while yet we might hope to retain 10 per cent. of our pupils in one or more of our upper classes before they leave school.

Moreover, I think the time has come to consider whether power should not be given to the Department to conduct secondary education, so far at least as to continue the education of the State scholars towards the same points as are at present reached by them at the grammar schools, i.e., the university public examinations and matriculation. Say fifty scholarship boys and girls a year, for three years, for whom the State pays at present sixteen guineas a year, i.e., 150 at £16 16s., or £2,520 a year. All the scholarship children who pass do not take up their scholarships, and some do not complete their three years. Allowing for those, and considering that the scholarships actually paid last year amounted to £1,657 8s. 6d., a sum of about £2,000 a year is available at present rates allowed by Parliament for helping advanced classes in primary schools with advanced teaching (that is, what are called in New South Wales Superior Public Schools), and in part by endowing or assisting a secondary school; and that sum, with the fees from other pupils whose parents have learned to believe in the thoroughness of the education imparted by the Department, would make such a high school self supporting, as in the Sydney High School, which has worked its way into public favour and competes so successfully with the Sydney Grammar School.

It does not appear to me to be judicious—never has done—to hand over the picked children of our schools to the care of establishments over which the State has no control, whose internal organisation is but vaguely known, and the efficiency of whose instruction is measured but by the success of, for the most part, the brightest of the bright scholars taught in them at the State expense, and who would naturally come to the front whether well or ill-taught. I think the Department should carry on the education of its own scholars through their secondary course in its own secondary schools till it lands them in the lap of their proper *alma mater*, the Queensland University, without which the Queensland education system will be a "most lame and impotent conclusion."

As regards *Technical Education*, I did not see anything done in the colonies I visited. If anything is attempted it is not under the same authority as the rest of the education of those colonies, and, so far as I could learn, amounts to no more than is accomplished in the classes connected with the Brisbane School of Arts. I think before the Department is called on to legislate, i.e., to regulate and arrange for anything in the nature of technical education, there should be a more distinct public expression of a felt want than yet obtains, so far as I am aware, and the nature and extent of the thing required should be more definitely known before it can be taken into the range of practical education.

It appears to me that much of the memory and written work now given as *Home Lessons* to be done by the pupils after school hours might be left out. I cannot say that I realised much difference between our own and the Southern schools in respect of home tasks. A great deal, as with us, seems to depend on the individual teacher. The matter is not regulated. Some teachers cannot get through, they will tell you, unless they can depend on a great deal being done at home by the pupils; others get as good results, and require little home work. The former are inclined to think that they deserve most credit; but, of course, the latter are the better teachers. I think it desirable that our regulations should include definite rules regarding the home tasks to be imposed on pupils. My reason for making this paragraph follow the preceding is the thought that whatever time can be gained from literary home work might well be devoted to technical education, in which practice in drawing and design might pass into the handling of tools.

There has been considerable talk about *Kindergarten* methods in education, and part of my instructions was to see to what extent those methods were in operation in the colonies visited, and their value. The term kindergarten is generally limited to the methods by which infants are supposed to be amused while being educated, by means of apparatus supplied to them while under oral instruction, and direction how to use it or arrange it. Continued higher up the school, kindergarten methods become the handling by the pupils of natural or artificial objects, with a view to learning their properties in object lessons; or they teach the actual shaping and putting together of forms and substances, and so glide into technical education proper. The idea is by no means new as an educational expedient; but its development by Froebel into a graduated and systematic course for infant teaching is modern, and has become an educational fad or craze, which seems to me to have put, or to be in danger of putting, the method for the thing sought for by the method.

In South Australia the kindergarten method is applied by some head teachers in infant schools, but is not formally recognised by the Department. In Victoria, kindergarten is being introduced, but is not on their programme. During the recent exhibition in Melbourne an expert lectured and illustrated in kindergarten lessons. There are thirteen schools pursuing kindergarten methods in New South Wales, also, kindergarten methods are followed in the infant and approval of the Department, though the subject—to call it



I saw the best kindergarten work that was to be seen in Victoria and New South Wales. The teachers were duly qualified. The apparatus was of the proper kind and in sufficient quantity. Suitable desks and blackboards were provided, in addition to the "gifts," as they are called, *e.g.*, a ball at the end of a string 9 or 12 in. long, a box of eight cubes making one cube when put together, boxes of marbles, straws, short sticks about the size of wooden safety matches, longer splints somewhat like the old-fashioned sulphur-tipped matches that were used to take the fire from the tinder-box for fire-kindling, and so on.

The best lesson I saw was given by a bright intelligent young woman, who knew the method. She had a class of some thirty ordinary infants. She is a good disciplinarian and a capable class teacher. She was using the short sticks above referred to, with the ultimate object of teaching the children the properties of a square and how to make one with pencil on slate, as she finally did with chalk on the blackboard. With difficulty, notwithstanding her ability and experience, she kept the children's attention. She could not keep their interest. They were bored, and clearly showed it. Had she been a trifle less good as a teacher, the class would have been in disorder. Although discipline and attention were kept, there was time lost, so far as the progress of those children in their education was concerned, only to a less degree than in the adjoining draft, under a less competent teacher, where the children had the longer splints in use and were making with them pretty well everything except what they were asked to make. I expected at least to find the little ones amused and interested: those were precisely the fruits I did not see. The children were wearied and got no fun out of the thing. So with other less satisfactory illustrations of kindergarten teaching that came before me. I wish I could speak more favourably of the educational value of kindergarten, after hearing so much about it; but I can only report what I saw and the impressions left on me. Nevertheless, it might be well to introduce kindergarten into one or two of our well-managed infant schools, making sure that nothing is wanting in apparatus or teaching to give the method a fair chance, and then watch the results so as to measure their educational worth, with a view to their extension to other schools if it is seen to be desirable.

The next matter, in order, that falls to be discussed is that of a *Training College for Teachers*. I expressed my views on this subject last May in my annual report for 1888, in which I recognised the value of training colleges, but expressed the doubt that we should not have sufficient numbers of students year by year to secure good sympathetic training and to make it worth while to establish a well furnished training college. In my notes I have supplied what information I gathered regarding the training colleges of Victoria, New South Wales, and South Australia. The two larger colonies have, of course, sufficient numbers to warrant the existence of their respective training colleges, those services presenting vacancies sufficient to absorb a great many teachers yearly. The training college proper in Melbourne is supplemented by district training schools, of which there are twelve, four in Melbourne and the others in the other large towns of the colony. In New South Wales there are separate training establishments for males and females. The female students in New South Wales are boarded; the males are not. In Victoria and South Australia the students board themselves from the allowance paid to them while in training. It was not till I visited South Australia, after being in Victoria, that I saw occasion to alter my opinion regarding the advisability of training our teachers, or rather the feasibility of doing so, its being worth while to do so, in such and so small a service as ours. In Adelaide I saw about thirty students under tuition. The principal of the Training College takes the English subjects and mathematics. He is assisted in training college work by the headmaster of the practising school adjacent to the college. The University professors are relied on for science teaching. I think we could afford to train at present fifteen or eighteen students per annum, and I do not think we should set out with a less amount of training than a two years' course. The current expenditure would be the salaries of a principal and vice-principal, the rent or interest on buildings, and the allowance paid to the students for board. The University professors would assist, as soon as that institution is established. The allowance to South Australian students during training is £1 per week; in Victoria, free board; and in New South Wales, £6 a month if board is not provided. Some visiting masters might need to be provided for a year or two till we get a University to lean on. The buildings need not be elaborate but should contain a lecture room to accommodate forty students, at least two class rooms, one for the first year students and the other for the second year students, together with a reference library, a laboratory, and one or two smaller rooms. Ultimately, as a permanent State institution, the training college should consist of two separate establishments, one for males and the other for females, in which the students of each sex should be boarded and taught separately. About a third of the time of the students should be devoted to the theory and practice of school management and the art of teaching, and the rest to literary work.

In arranging for the *examination of pupil teachers, teachers, and others*, Victoria and New South Wales have organised special departmental branches for the purpose, setting aside certain men who are or have been inspectors of schools for that work alone, or nearly so. In my notes furnished to you I have set forth the details of those branches, as far as I could learn them with the opportunities at my disposal. The examination arrangements of none of the Southern colonies commend themselves to me as better than our own, provided our examinations can be shortened or simplified, or the reading of the worked papers got through more quickly. At present our General Inspector is responsible for all examination arrangements and results; this, I think, is as it should be. He is now assisted in the office, in the arrangements before examination and the issuing of the results after examination by the Senior District Inspector. The other district inspectors render assistance by drafting the papers of examination questions for the General Inspector's revision, in presiding at examinations, and in reading and valuing the worked papers. For this year the papers have been set shorter than previously, principally with the desire to get the inspectors out to the field earlier in the year, and so accomplish more inspecting work. At present it is not at all satisfactory to me that the district inspectors should occupy the last days of the year and full three months of the succeeding year in reading examination papers and writing their annual reports. I am of opinion that all examining and reporting work should be done by the end of January, allowing a month of leave to the inspectors in February—they may take the leave then or later in the year—and permitting field work to be begun in the beginning of March. Arrangements should be made, I think, for accomplishing that result. However valuable examination work is, and however carefully it must be done, it is not, in my opinion, equally valuable with inspecting work properly done as it should be at least twice a year. The only improvement



improvement I can think of in connection with examinations, in addition to those now set forth, is involved in the idea of setting inspectors' districts, and in holding the district inspector responsible for much of the routine work of the district, including the arrangement and conducting of examinations—a very desirable step.

The standards of the examinations for the classification of teachers in the Southern colonies do not differ very greatly from our own, except where, especially in New South Wales and Victoria, the requirements reach forward to a university degree in mathematics, language, and science. Their teachers ought to be more cultured than ours, considering their opportunities; but whatever distance we are behind in the acquirements of our teachers we shall soon make up by the establishment of a training college, with its two years of comparative leisure, in which our best ex-pupil teachers may devote themselves to the acquirement of advanced knowledge and the culture of their minds. I think the examination papers we set are more exacting in detail than most others, while at the same time requiring intellectual grasp, and may therefore be considered as more efficient tests of the knowledge of the examinees.

I have prepared a copy of our regulations, with suggestions annexed, taken from the regulations of the other colonies, and I submit the same with this.

I expected to be able to furnish this report sooner, but its preparation has been delayed by other necessary duties falling upon me since my return. I have tried to cover the whole ground of my instructions with as much fulness of detail as seemed to me desirable in a report of this kind, and have expressed opinions, suggestions, and recommendations as I went along.

Personally, I have to thank the Minister for the very agreeable change in my duties which my tour afforded me. Had the time been longer I might have learned more, and might possibly have thus modified to some extent some of the conclusions here presented. As it is, I feel that I learned a great deal during my absence, and can but hope that the result of my observations will benefit education in Queensland.

It gives me peculiar pleasure to express, before closing this report, my sense of the helpful kindness which I experienced in respect of my mission from Ministers, officers, and teachers in the colonies visited, unobtrusively rendered, and sometimes at considerable inconvenience to them personally and officially. I trust that I may, in conjunction with our Department, have an opportunity of repaying in kind the assistance, consideration, and courtesy which were bestowed on me by the men I met, connected with the Education Departments of Victoria, South Australia, and New South Wales.

I have, etc.,

D. EWART.

## APPENDIX B.

Department of Public Instruction,  
Brisbane, 18th June, 1889.

SIR,—I have the honour, by direction of the Minister, to commission you to visit New South Wales, Victoria, and South Australia for the purpose of gaining information sufficient to enable you to report on the following subjects, as well as on any minor points on which it may appear to you that information would be valuable to the Department, viz.:—

### *Inspection.*

Modes of inspection.  
Modes of reporting.  
Organization of inspectorial districts.  
Organization of the Chief Inspector's Office.  
The Chief Inspector's duties.

### *Schools.*

Organization in regard to—  
(a) Material—In town and in country schools.  
(b) Staff—Strength both absolute and in numerical proportion to pupils.  
Classification—On what plan or basis, and in relation to the classification of teachers.

### *Teachers.*

Classification—On what basis and with relation to the classification of schools.  
Promotions—How often, on what conditions, and by what process.  
Appointments and Transfers—How effected, how far teachers are consulted in making appointments and transfers, to what extent they are encouraged to apply for the latter.

### *Ex-Pupil Teachers of both Sexes.*

How far they are in excess of the requirements, and how the matter is dealt with.

### *Instruction.*

Standards of proficiency, and how they differ from ours. How far they are attained. Time allowed to pass from class to class, or "standard to standard." (The Commissioner not to spend too much time in examining pupils).  
Subjects.—How differing from ours. Kindergarten methods and technical education—to what extent in operation, and value of the same. Drawing and Music—methods of instruction and results.

### *School Readers.*

What series in use, whether one or more. Opinions of teachers and inspectors as to their fitness.

### *Training*

*Training.*

~~... ..~~ or schools. To track the early steps taken in establishing  
~~... ..~~ Department in initiating a training school.

*Examinations.*

~~... ..~~ staff. Standards compared with ours. Efficiency of the tests as  
~~... ..~~

*Regulations.*

~~... ..~~ differences when compared with ours, and suggest adoption or rejection.  
~~... ..~~ you to report freely on every point of detail which may seem to you worthy  
~~... ..~~ and comment, whether the same is included under the foregoing heads or not; your whole  
~~... ..~~ by a spirit of inquiry, with one definite object in view—namely, to find out what  
~~... ..~~ to avoid in the present circumstances of the Department.

You will proceed as soon as possible. The Minister has not defined the time to be spent in the  
~~... ..~~ but it is thought probable that the work may be accomplished in about two months. You will  
~~... ..~~ progress reports from week to week, with a programme of your movements, and keep the office  
~~... ..~~ of your address.

Open letters accrediting you to the Ministers of Education in Sydney, Melbourne, and Adelaide,  
are handed to you herewith.

I have, &c.,

J. G. ANDERSON,  
Under Secretary.

To David Ewart, Esq., General Inspector.



## CENTRAL DISTRICT.

## REPORT OF MR. DISTRICT INSPECTOR KILHAM.

Toowoomba, March, 1890.

SIR,—I have the honour to submit my general report for the year 1889 :—

## DISTRICT.

The district assigned to me during the year 1889 was the Central Coast extending from Bowen on the north to Bustard Head on the south, and including inland schools as far from the coast as Nebo and Banana.

The schools in operation in this district at the close of the year were :—

State schools for Boys only	...	...	...	...	...	...	4
" " " Girls only	...	...	...	...	...	...	1
" " " Girls and Infants	...	...	...	...	...	...	3
" " " Infants only	...	...	...	...	...	...	1
" " " Boys, Girls, and Infants (mixed)	...	...	...	...	...	...	17
							—
Total number of State schools	...	...	...	...	...	...	26
Total number of Provisional schools	...	...	...	...	...	...	28
Roman Catholic schools for Boys	...	...	...	...	...	...	1
" " " " Girls	...	...	...	...	...	...	2
" " " " Infants	...	...	...	...	...	...	1
							—
Total number of schools	...	...	...	...	...	...	58

During the year new State schools were opened at Homebush, between St. Lawrence and Mackay and at Glenmore, near to Rockhampton. The Provisional school at Yeppoon was converted into a State school, and new Provisional schools were established at Koumala (St. Lawrence road), Andromache (Bowen), Endeavour Saw Mills (Calliope River), and Boyne River. The latter was re-opened after having been closed for some time. Applications were received and sites chosen for State schools at Emu Park and at Red Hill (Mount Morgan), as well as for a Provisional school at The Leap, in the Mackay district.

APPORTIONMENT OF TIME.—From the 2nd January to 16th March my time was occupied in reporting, reading, and valuing examination papers, and writing my annual report for 1888. From 18th to 27th March I attended a conference of Inspectors in Brisbane, and after a month's leave of absence I proceeded to the Central District, and commenced inspecting at the beginning of May. The work of inspection continued without interruption (except in midwinter week, when I was employed in drafting examination papers) until the end of the school year, 13th December. From 16th to 20th December I presided at the examination of teachers in Rockhampton, then held an inquiry at Emerald, which delayed my reaching Brisbane until the 30th December.

Deducting Sundays and holidays, the days available in my district were 184. Of these 105 were employed in inspecting, 25 in reporting, and 54 in travelling. The distance travelled during the year was 4,689 miles—viz., by steamer 2,348, by rail 738, by coach 642, and by buggy 961 miles.

INSPECTION.—I inspected in detail and reported on 22 State schools, 21 Provisional schools, and 2 Roman Catholic schools; made special visits, and held inquiries for the establishment of 2 State and 2 Provisional schools; investigated complaints in three localities, and paid several incidental visits as opportunity offered. The schools inspected contained an enrolment of 4,809 pupils—viz., 2,413 boys and 2,396 girls. The number examined was 4,015—viz., 2,000 boys and 2,015 girls. A drawing class, held in Rockhampton for the instruction of teachers, was inspected, and occasionally visited. Three State schools (Te Kowai, Homebush, and Glenmore) and six Provisional schools (Bustard Head, Dalma, Habana, Hampden, Koumala, and Sea Hill) were not inspected for want of time or for other causes.

## MATERIAL ORGANIZATION.

The following State schoolrooms were reported as affording insufficient accommodation for the number of children in average attendance—viz.: Allenstown, Bowen (Girls and infants), Cawarral, Mackay (Boys), Mount Morgan, Rockhampton Central (Girls), Pink Lilly Lagoon, and Port Curtis road. Action has already been taken to enlarge the schoolroom at Cawarral, and if a new school be established at Red Hill (Mount Morgan) the attendance at the existing State school will be so far reduced as to require no enlargement of the building. In the other cases the addition of a small class room containing a gallery would meet the requirements. All the State school buildings are in good condition, the only exception being the teacher's residence at Port Curtis road, which has suffered considerably from the ravages of white ants. Provisional school buildings provide ample space for the children attending. The only schoolrooms requiring extensive repairs are at Calliope River (formerly a State school), Norton, and Clyde Creek. Residences are not provided at three State and twelve provisional schools. Thirteen State schools require galleries, but in other respects all are well furnished and contain sufficient apparatus and material for instruction, any deficiencies being promptly supplied by the Department. The expenditure of £24 18s. for minor repairs in seven schools was authorised by me at the time of inspection.

The playgrounds at Alsatia and Mackay are overrun with *Sida retusa*; Banana State school is unfenced, and seven schools require play or shelter-sheds; only one school is supplied with gymnastic apparatus. Lavatories and hat-rooms are provided in all State schools except Banana and Gladstone. Few attempts are made to beautify Provisional schools or to improve the surroundings. In some instances where a site has been cleared for a building, the fallen timber has not been removed from its proximity to the school-house, where it remains a source of danger in the event of bush fires. Fifteen Provisional schools are not fenced or provided with suitable playgrounds, none have playsheds, only one possesses a lavatory and hat-room, only three have gardens, and seven have no water supply. The furniture

... quantity and defective construction, four ... have no clock. There is a tendency of ... but very rarely are these improved ... has been built in a picturesque spot ... endeavour saw-mill. It is a healthful sign of ... when parents in the bush strive, often at gr ... the school as pleasing as possible.

### ORGANIZATION.

Sixty schools examined, averages 27 pupils to each teacher, ... Port Curtis road school. Several of the Provisional sch ... each teacher is reduced to 16.5, although ranging as high ... teachers in the district, including pupil teachers on probat ... assistant teachers 46, and pupil teachers 60. In no schoo ... of Port Curtis road, can the staff said to be weak, and ... staff too strong. Assistant teachers are employed in sixt ... pupil teachers are found in thirteen State schools and ... are employed in small State schools where there is no assistant, ... be engaged constantly in class-teaching in another part of the ro ... very little supervision or instruction in the art of teaching.

The following tables that the females, both assistants and pupil teachers, ... the reason is that in mixed schools the female teachers are gener ... ger pupils of the first classes, where, in consequence of gentler manners ... young children, they are better adapted to the work than male teachers are. ... the distribution of the staff by head teachers, which were comm ... report, are being gradually eradicated. Assistant teachers are now more frequ ... in charge of sections of the school, where, assisted by pupil teach ... the intellectual training of three or four dr ... In some cases they are allowed to prescribe the amount of work to be done ... a work book for a section of the school and so relieving the head teacher to dev ... more important duties. The practice also of placing a teacher in charge of two dra ... while the other is under direct oral instruction, is fortunately on the increa ... however, have fallen into the error of thinking that two drafts can be taught orally ... the same time by one teacher, whereas, when the necessity for uniting two dri ... they should invariably be employed at the same work.

In reporting on the professional capacity, industry, and disciplinary powers of teachers, I h ... to speak in the highest terms: thus, of head teachers in State schools, for *Industr* ... 19 very good, 2 good; for *Discipline*, 6 excellent, 6 very good, 7 good, 1 very f ... 1 fair, and 1 moderately fair; for *Skill in teaching*, 3 very good, 9 good, 3 very fair, and 1 fair; ... 1 good, 6 very fair, 9 fair, 5 moderately fair, and 1 moderate.

Head teachers in provisional school were reported:—For *industry*, 9 very good, 9 good, 1 very f ... 2 fair; for *discipline*, 5 very good, 12 good, 2 very fair, and 2 fair; for *skill*, 2 good, 8 very fair ... 1 moderately fair, and 1 moderate; for *organising power*, 1 good, 2 very fair, 4 fair, 7 moderat ... 6 moderate, and 1 very moderate.

The assistants, both male and female, are improving in efficiency, and are generally reported ... diligent, industrious, and doing satisfactory work. There are in this district sixteen male ... thirty female assistants. All the males are classified and only five of the females are unclassified.

The classification of head teachers and assistants is shown in the following table:—

Table A.  
TEACHERS IN STATE SCHOOLS.

Status.	Males.		Females.	
	Head Teachers.	Assistant Teachers.	Head Teachers.	Assistant Teach
Class I. ... ..	2	0	0	0
Class II. ... ..	9	4	4	0
Class III. ... ..	6	12	1	25
Unclassified ... ..	0	0	0	5
Total ... ..	17	16	5	30

Of the sixty pupil teachers, seventeen are males and forty-three are females. Their classificat ... in as follows:—

Table B.  
PUPIL TEACHERS IN STATE SCHOOLS.

Status.	Males.	Females.
Fourth Class ... ..	2	10
Third Class ... ..	5	11
Second Class ... ..	4	6
First Class ... ..	2	6
On Probation ... ..	4	10
Total ... ..	17	43



The pupil teachers are reported as ranging from fair to very good for industry; moderate to very good for discipline; and very moderate to good for skill in teaching. Again I have to report that the professional training of pupil teachers is far from adequate, and in some schools entirely neglected. If pupil teachers are to learn the best methods of instruction and class management, they must have lessons in the art of teaching, including model and criticism lessons by experienced teachers. In several schools, however, these "criticism lessons" are not given, notwithstanding the frequent remarks in these annual reports calling attention to the absolute necessity for them. Where pupil teachers have to be trained, criticism lessons should not be confined to "object lessons," but all subjects of school instruction, including reading, writing, and arithmetic, should be dealt with, in order to point out the most appropriate methods to be employed in teaching each subject. This training of pupil teachers to fit them for their work is of paramount importance, inasmuch as we have no training college, including model and practising schools, to supplement the instruction received during their four years' course.

The following table shows the number and status of head teachers employed in Provisional schools:—

Table C.  
TEACHERS IN PROVISIONAL SCHOOLS.

Sex.	Have passed no stated Examination.	Have passed the Examination for admission as a Temporary Teacher under the Department.	Have held the rank of Classified Teacher under the Department.
Males ... ..	8	3	3
Females ... ..	4	2	1
Total ... ..	12	5	4

The majority of these have passed no examination, and most of them will never qualify themselves to become classified teachers; they have had no professional training and have no chance of receiving technical instruction; while many of them appear to have taken to teaching as a *dernier ressort* after having failed to obtain other employment. The average salary of the male temporary teacher is £99 13s., and of the females £60. As there are in this district twenty classified female assistants (receiving less than this average salary) who are better qualified than the temporary teachers are to take charge of Provisional schools, I think it would be wise, as I suggested last year, to place as many Provisional schools as possible under the charge of young classified assistants.

The cost of instruction per child is slightly higher in Provisional than in State schools; in the former it varies from £2 7s. 7d. to £9 5s. per head, or £5 2s. 3d. on the average; while in the latter it runs from £2 5s. 2d. to £7 10s., or averages £4 5s. 6d. per pupil. A more regular attendance would considerably reduce the cost per child in both classes of schools.

PUPILS.—In the schools examined, the enrolment at the end of the quarter preceding inspection was 4,662; the average attendance 3,319·2, or 71·1 per cent.; and the number who attended four days out of five was 2,580, or 55·3 per cent., being slightly higher than last year. At the date of inspection 4,454 pupils were enrolled, and 3,718, or 83·4 per cent., were examined. Of the pupils on roll at inspection 3,905, or 87·6 per cent., were taught in State schools, and 549, or 12·3 per cent., in Provisional schools.

Ninety children are reported as not attending any school, and 434 do not attend 60 days in six months. The schools in which the greatest irregularity of attendance prevails are—Mackay North, Alsatia, Pink Lily Lagoon, Mackay (Boys), Mackay (Girls and Infants), North Rockhampton (Boys), North Rockhampton (Girls and Infants), Kington, Marion Mill, Mount Hedlow, Mount Larcombe, Norton, Windmere, and Yeppoon. The most regular attendance is found at the following:—Banana, Gladstone, St. Lawrence, Eton, Port Curtis Road, Calliope, Cawarral, Flat Top Island, Raglan, Boyne River, Morinish, Nebo, Bajool, Clyde Creek, and Lake's Creek.

Up to the date of inspection, the number of children admitted since the previous inspection into State schools was 1,276 boys and 1,050 girls, or a total of 2,326; and in Provisional schools, 120 boys and 154 girls, or a total of 274. This gives a total of 2,600 admissions of new pupils in the whole district during twelve months.

Table D.  
ATTENDANCE OF PUPILS.

	State Schools.		Provisional Schools.		Total.		Grand Totals.
	Boys.	Girls.	Boys.	Girls.	Boys.	Girls.	
On roll at end of quarter preceding inspection ... ..	2,129	1,940	305	288	2,434	2,228	4,662
Average attendance during quarter preceding inspection	1,551·6	1,344·5	220·9	202·2	1,772·5	1,546·7	3,319·2
Attendance four days out of five in quarter preceding inspection	1,222	1,026	172	160	1,394	1,186	2,580
On roll at date of inspection ... ..	2,031	1,874	276	273	2,307	2,147	4,454
Examined ... ..	1,708	1,603	202	205	1,910	1,808	3,718

CLASSIFICATION.—The educational attainments of pupils in this district are being slowly but surely raised; a few years ago, more than half the school was in the first or lowest class, but now, by comparing the percentages given in Table E with those of previous years, it will be noticed that the percentages of enrolment in the higher classes are gradually increasing, whilst that of the lowest class is diminishing in a corresponding degree. It will be noticed at the same time that younger children are being taught in the upper classes without any appreciable diminution of the average proficiency in those classes. Schools in which fifth classes are found are on the increase. The following schools in this district:



district have a fifth class:—Mackay (Boys), Mackay (Girls), Rockhampton Central (Boys), Rockhampton Central (Girls), and North Rockhampton (Girls). All except one State school and eight Provisional schools have fourth classes; three Provisional schools have second classes as the highest.

Much diversity exists with regard to the size of drafts. In State schools they vary from four to thirty-one pupils in each, the general average, however, being fifteen. When this number is much exceeded the draft becomes too large to secure sufficient individual practice for each pupil, and teaching power is wasted.

**Table E.**  
CLASSIFICATION OF PUPILS.

Class.	On Roll at date of Inspection.		Percentage of Enrolment.	Examined.		Average Age of Pupils at Inspection.	Average Proficiency in all subjects expressed as a decimal.
	Boys.	Girls.		Boys.	Girls.		
STATE SCHOOLS.							
Fifth ... ..	9	17	0·6	9	13	14·5	70·7
Fourth ... ..	179	164	8·7	156	138	13·3	62·7
Third ... ..	317	353	17·1	253	306	11·7	60·6
Second ... ..	646	555	30·7	519	473	9·9	62·5
First ... ..	880	785	42·6	771	678	7·2	61·4
Total ... ..	2,031	1,874	...	1,708	1,603	...	...
PROVISIONAL SCHOOLS.							
Fourth ... ..	8	20	5·1	7	20	13·1	59·3
Third ... ..	52	36	16·0	35	31	11·5	56·9
Second ... ..	80	104	33·5	63	72	10·1	58·9
First ... ..	136	113	45·3	97	82	7·2	59·3
Total ... ..	276	273	...	202	205	...	...

**PROFICIENCY.**—It will be noticed in Table E that the proficiency is higher in State schools than in Provisional schools, although the latter are examined on a lower standard. It will also be noticed that the highest class, which is usually in charge of the most skilful teacher, and therefore receives the best teaching, reaches the highest average proficiency, as might naturally be expected.

The highest marks in each class were obtained by the following schools respectively, viz.:—

Fifth class ... 80·0 marks, Rockhampton Central (Boys).  
 Fourth class ... 71·0 „ Calliope and North Rockhampton (Boys).  
 Third class ... 69·2 „ Calliope and Port Curtis Road.  
 Second class ... 75·0 „ Port Curtis Road; 70·0 marks, Calliope and Mount Morgan.  
 First class ... 78·8 „ Port Curtis Road; 77·0 marks, North Mackay; 74·0 marks, Calliope.

The number of promotions made between inspections was: In State schools, 2,618—viz., 1,348 boys (63·3 per cent.), 1,270 girls (65·4 per cent.); and in Provisional schools, 264—viz., 134 boys (43·9 per cent.) and 130 girls (45·1 per cent.) Thus, in both cases, more rapid progress is made by girls than by boys, and in State schools the rate may be considered very satisfactory.

**DISCIPLINE.**—The discipline generally is mild but effective. In several schools corporal punishment has been abolished, in many it is seldom used, and in none has it been reported as unduly severe or excessive. Discipline was reported excellent in six schools—Calliope, Gladstone, Rockhampton Central (Boys), Rockhampton Central (Infants), North Rockhampton (Girls), and St. Lawrence—very good in eighteen schools, good in fifteen, very fair in three, and weak in one. A healthy and honest tone exists in nearly all the schools in this district. Cases of copying or dishonesty of any kind while under examination are very rare. It is seldom that complaints have to be made about the want of order of pupils, premises, or school material.

**REGISTERS AND RECORDS.**—In a few cases I have had to report that neglect and inaccuracy in keeping registers and records existed. In one school promotions had not been posted in the admission register, and in five schools the days absent during the quarter were not correct. Punishment registers are kept in all State schools, but seven Provisional schools neglected to keep them. Work books are found in all schools, and are improving in utility. The vague and useless entries which formerly characterised these books are gradually disappearing. Time-tables are still found very defective and incomplete, especially in showing the amount of time employed by the head teacher in teaching, supervising, and examining respectively.

**INSTRUCTION.**—*Reading* improves but slowly, and in many schools the mechanical defects mentioned in my last annual report still exist. Intelligent and expressive reading is still vainly sought for although fluency is common enough. Many teachers are satisfied that a reading lesson has been sufficiently prepared when the children can pronounce the words fluently. Simultaneous reading, which should be used only for teaching emphasis and expression, is more frequently employed to teach the pronunciation of words.

The schools which secured the highest marks for reading were:—Port Curtis Road (76·8) Cawarral (69·6), Rockhampton Central Girls' (69), Mount Morgan (67·6), Gladstone (64·2), Allens-town (63·6), Rockhampton North Girls' (65·2), Rockhampton Infants' (66·2).

**Object Lessons.**—The original intention and purpose of object lessons as planned by the Department is being gradually lost sight of, for these lessons have now become the vehicle for the introduction of all new subjects, such as domestic economy, agriculture, &c., which are not included in the Education Act.

Under

Under the head of object lessons, as specified in Schedule V., it appears that the Department requires the training of different faculties in different classes according to the age of children and the development of the mental powers. Thus:—

*In First Classes.*—The perceptive faculties and chiefly the eye must be trained by lessons on lines, form, colour, and appearance of the domestic animals.

*In Second Classes.*—The perceptive faculties are still further trained by cultivating the five senses in lessons on the qualities and uses of common objects shown them.

*In Third Classes.*—The object lessons specified train perception, conception, and intelligence.

*In Fourth Classes.*—The reasoning powers are to be cultivated by lessons on the "Science of Common Things."

This admirable scheme of mental culture is, however, being gradually thrust out of our curriculum to make room for subjects which appeal to the memory alone. Many State school teachers have discovered the purpose of the Department in arranging the scheme above mentioned, and are beginning to put it into practice by training the mental faculties instead of cramming the memory with facts; but in Provisional schools the so-called object lessons are worse than useless, as temporary teachers frequently place Walker's "Handy Book of Object Lessons" in the hands of children to be committed to memory without comment or explanation.

In training the perceptive faculties, the senses of taste, smell, and hearing are almost invariably neglected. The province of the State school is not to give special instruction which will fit pupils for certain trades, handicrafts, or callings, but to so train and develop the powers of the mind that these can be readily adapted to the reception of technical instruction when required.

*Writing* generally gives satisfactory results. The highest marks were obtained in the following schools:—Calliope (85·2), North Mackay (83), Mount Morgan (82), St. Lawrence (82), and Rockhampton Central Girls' (80·2).

*Arithmetic.*—The results vary greatly in this subject, according to the time devoted to silent practice in school and home exercises. In no subject have we so much scope for independent effort on the part of the pupil, and yet frequently only one or two sums per week are found in the home exercises. Much more than this must be done out of school hours before accuracy and facility of working are attained and fixed as a habit. Tables, notation, and mental arithmetic have received more attention and are improving.

Very satisfactory results were found in the following schools:—Calliope (76), Rockhampton Central Infants' (73·7), Mount Morgan (72·6), Cawarral (72·2), North Mackay (71), Rockhampton Central Boys' (70·3).

*Drill* ranges from moderately fair to good in State schools, and from very moderate to very fair in Provisional schools.

*Vocal Music* is badly taught in most schools, owing to the fact that so few teachers are qualified to teach it. The results range from very bad to very fair, and were satisfactory in only three schools—viz., Calliope, Port Curtis Road, and Rockhampton Infants'.

*Geography* is slightly improved, and gives the best results at Mount Morgan (78·8), Rockhampton Central Boys' (77·8), Cawarral 76·6), Calliope (74), Gladstone (74), Mackay Boys' (71), Bowen Boys' (70·3), and Port Curtis Road (70).

*Grammar* gives nearly the same results as last year, and ranges from moderate to very fair.

*History* is taught in nineteen State schools and two Provisional schools, but with very moderate success, except in the following:—Mackay Boys' (86), Allenstown, Gladstone (75), Alsatia, Calliope, and Mount Morgan (70).

*Mechanics.*—This subject was taught in twelve State schools and one Provisional school. Very satisfactory results were obtained at Allenstown (90), Mount Morgan (90), Bowen Boys' (80), and Gladstone (80).

*Domestic Economy* is still taught indifferently in the majority of schools. If a definite amount of work were specified in Schedule V. for each class, I think that more attention would be given to this subject, and it would be better taught; at present teachers attempt too much, and teach little thoroughly.

*Needlework* is taught satisfactorily in twelve out of sixteen State schools, and in six out of twelve Provisional schools.

Table F.  
AVERAGE PROFICIENCY IN SUBJECTS OF INSTRUCTION.

Subject.	Average Proficiency as a Percentage.		
	State Schools.	Provisional Schools.	All Schools.
Reading ...	61·8	57·8	59·8
Object Lessons ...	54·6	42·1	48·4
Writing ...	76·3	74·3	75·3
Arithmetic ...	61·8	61·2	61·5
Drill and Gymnastics ...	63·7	52·0	57·8
Vocal Music ...	40·9	42·0	41·4
Geography ...	63·3	51·1	57·2
Grammar ...	56·3	48·5	52·4
Derivation ...	68·7	45·4	57·0
Composition ...	71·3	67·5	69·4
History ...	52·9	46·6	52·0
Mechanics ...	61·5	20·0	58·3
Domestic Economy ...	50·0	40·0	47·6
Needlework ...	67·2	55·3	61·2
Home Exercises ...	68·0	63·9	65·9



The methods of teaching employed in State schools are usually appropriate. There is, however, a tendency to rapid promotion, which frequently retards progress, especially in the junior classes, where much repetition is required before the knowledge becomes assimilated and fixed in the child's mind. In large schools too much of the head teacher's time is often devoted to examining, and too little to actual teaching and supervision.

The head teacher should teach in every class, and the exact time in which this is done should be specified in the time table—a regulation that is too frequently neglected.

Table G.  
SCHOOLS IN ALPHABETICAL ORDER.

Schools.	Highest Class.	Percentage of Results.	Accommodation in square feet.		On Roll at Date of Inspection.	Attendance.					Discipline.	General Condition.	Progress.	Children between the ages of 5 and 13, within 2 miles, who do not	
			Inside Floors.	Verandah Floors.		Examined.	Average for Quarter preceding Inspection.		Attended 4 days out of 5.					Attend any School.	Attend at least 60 days in each Half-year.
							Number of Pupils.	Percentage of Enrolment.	Number of Pupils.	Percentage of Enrolment.					
STATE SCHOOLS.															
Alsatia	IV.	58.1	943	408	77	60	50.0	64.1	27	35.8	Very good	Satisfactory	Moderately fair	0	7
Banana	IV.	58.2	450	135	30	28	26.7	83.7	26	81.2	Very good	Satisfactory	Good	0	0
Bowen Boys	IV.	56.5	1,000	400	67	70	59.9	76.8	48	61.5	Very fair	Satisfactory	Very fair	1	9
Bowen (Girls and Infants)	IV.	53.0	1,170	1,072	116	124	138.5	77.4	93	60.0	Very good	Satisfactory	Fair	0	11
Calliope	IV.	70.7	740	540	68	61	52.5	52.5	46	68.0	Excellent	Very satisfactory	Very good	0	2
Cawarral	III.	65.3	480	210	90	76	57.0	73.0	53	67.9	Very good	Very satisfactory	Very good	0	0
Eton	IV.	50.9	500	500	67	62	54.9	76.4	52	72.2	Very fair	Moderate	Fair	3	5
Gladstone	IV.	69.9	1,301	2,593	100	85	88.1	86.3	86	83.4	Excellent	Very satisfactory	Very good	0	6
Mackay (Boys)	V.	66.8	1,570	904	233	182	167.8	71.0	96	41.2	Very good	Satisfactory	Good	9	18
Mackay (Girls and Infants)	V.	60.8	3,520	2,334	376	280	279.8	72.0	175	45.1	Good	Moderately satisfactory	Moderately fair	...	...
Mackay North	IV.	65.7	1,728	864	51	30	26.4	60.5	6	13.6	Very good	Satisfactory	Good	0	9
Mount Morgan	IV.	70.7	1,936	1,378	429	361	341.0	73.3	245	52.7	Very good	Very satisfactory	Very good	5	55
Rockton, Allenstown	IV.	64.3	2,000	2,200	280	241	194.4	63.2	177	58.0	Very good	Very satisfactory	Very good	5	23
Rockhampton Central (Boys)	V.	69.0	4,078	3,420	426	381	311.0	74.8	295	61.6	Excellent	Very satisfactory	Very good	37	31
Rockhampton Central (Girls)	V.	62.6	2,340	1,523	337	293	250.0	74.0	191	57.8	Good	Satisfactory	Very good	...	37
Rockhampton Central (Infants)	I.	69.6	4,559	161	391	359	292.5	74.5	230	58.6	Excellent	Very satisfactory	Very good	...	35
Rockhampton North (Boys)	IV.	63.7	2,000	1,296	198	136	154.9	67.3	107	46.5	Very good	Very satisfactory	Good	0	23
Rockhampton North (Girls and Infants)	V.	63.8	3,312	2,848	342	298	234.2	66.9	162	46.2	Excellent	Very satisfactory	Very good	1	53
Rockhampton, Pink Lily Lagoon	IV.	49.0	480	480	82	54	50.0	61.8	31	37.0	Weak	Moderately fair	Fair	0	23
Rockhampton, Port Curtis Road	IV.	69.3	450	480	67	57	50.3	77.0	45	69.2	Very good	Very satisfactory	Very good	0	3
St. Lawrence	IV.	60.0	480	624	54	51	45.8	81.8	42	75.0	Excellent	Good	Good	0	0
Yaamba	IV.	58.1	480	360	24	20	21.0	72.4	15	52.0	Good	Fairly satisfactory	Fair	0	3
PROVISIONAL SCHOOLS.															
Bajool	II.	58.4	240	...	15	10	12.7	90.0	11	78.5	Good	Satisfactory	Very fair	0	0
Boyne River	II.	50.5	252	...	13	5	12.0	92.3	11	84.6	Good	Moderately fair	Fair	7	7
Calliope River	IV.	51.8	480	360	13	12	12.0	75.0	8	50.0	Good	Moderately fair	Fair	3	3
Clyde Creek	IV.	58.8	375	...	24	20	18.5	67.0	18	72.0	Very good	Satisfactory	Very fair	0	4
Coningsby	IV.	65.6	630	280	41	9	28.4	67.6	23	54.3	Very good	Very satisfactory	Very good	0	11
Crocodile Creek	III.	54.9	450	360	33	25	29.4	67.0	22	51.0	Very good	Fairly satisfactory	Good	9	14
Flat Top Island	IV.	61.9	170	...	6	6	6.0	100.0	6	100.0	Good	Satisfactory	Fair	...	...
Kington	III.	71.0	240	...	17	12	14.2	67.0	9	42.8	Very good	Satisfactory	Good	0	0
Lake's Creek	IV.	58.7	1,038	518	97	78	69.8	68.4	62	67.3	Very fair	Moderately fair	Fair	0	12
Marion Mill	III.	49.2	308	198	28	25	24.8	64.7	14	35.8	Good	Moderate	Slow	0	0
Melrose	III.	64.0	210	126	12	3	7.6	76.0	6	60.0	Good	Fairly satisfactory	Fair	0	0
Mount Britten	III.	53.8	585	...	17	17	11.8	73.7	9	56.2	Very good	Satisfactory	Fair	4	2
Morinish	IV.	48.2	336	216	12	12	11.5	88.1	11	84.6	Good	Fairly satisfactory	Fair	0	0
Mount Hedlow	III.	62.9	312	136	31	21	22.8	67.0	13	38.2	Very good	Satisfactory	Good	0	10
Mount Larcombe	IV.	63.7	240	160	16	14	11.9	70.0	8	47.0	Very good	Very satisfactory	Good	1	1
Nebo	III.	51.0	480	180	23	21	16.1	88.6	15	83.3	Good	Moderately fair	Moderate	0	0
New Zealand Gully	III.	57.5	432	168	25	18	22.7	70.9	20	62.5	Good	Satisfactory	Very fair	5	2
Norton	III.	59.5	252	126	36	30	19.0	57.5	11	33.3	Good	Fairly satisfactory	Fair	0	10
Raglan Creek	IV.	54.2	504	...	27	26	23.4	86.1	23	85.0	Good	Very fair	Very fair	0	0
Windmere	II.	58.7	540	420	9	3	6.0	60.0	3	30.0	Good	Moderate	Fair	0	2
Yeppoon	III.	59.7	404	196	54	40	42.4	61.0	29	41.4	Very good	Satisfactory	Very fair	0	3

The schools which have obtained the highest percentage of results, and deserve special mention for general efficiency are the following :—Calliope, Mount Morgan, Gladstone, Rockhampton Central (Boys), Rockhampton Central (Infants), Port Curtis Road, Kington, and Coningsby.

It is to be regretted that, in a district containing so many large and efficient schools, so few candidates have been entered for Grammar School scholarships.

I have, &c.,

J. KILHAM,

District Inspector

The Under Secretary Department of Public Instruction.



## EAST MORETON NORTH DISTRICT.

## REPORT OF MR. DISTRICT INSPECTOR CAINE.

South Brisbane, March, 1890.

SIR,—I have the honour to submit my General Report for the year 1889 :—

## DISTRICT.

My district last year was not quite identical with that of the two preceding years. Owing to a partial redistribution of the districts, the Gympie schools were omitted from my list, and some Brisbane schools were added to it. My district, thus reconstituted, consisted of many large Brisbane schools, and all the schools from Cootharaba and Tewantin on the north to Stony Creek and Caboolture on the south. Many of the latter schools are situated on the Gympie road or on the ranges east and west of it.

As usual, the first few weeks of the year were mainly spent in valuing papers which were written at the preceding annual general examination of teachers and others. After this came the preparation of my general report for the previous year, attendance at the conference of inspectors, and four weeks' leave of absence. The work of inspecting and reporting began on the 26th April, and, with the exception that a few days were spent in preparing examination papers, continued till the schools closed for the summer vacation. The following week was occupied in supervising the annual examination of teachers in Brisbane, and the few remaining days of the year were occupied in reporting.

The schools in my district at the commencement of the year may be classed as follows :—

State schools for Boys only	...	...	...	...	...	...	4
" " " Girls only	...	...	...	...	...	...	2
" " " Infants only	...	...	...	...	...	...	2
" " " Girls and Infants only	...	...	...	...	...	...	2
" " " Boys, Girls, and Infants	...	...	...	...	...	...	7
Provisional schools	...	...	...	...	...	...	18
Roman Catholic schools	...	...	...	...	...	...	2
Gymnastic Classes—At State schools in Brisbane	...	...	...	...	...	...	5

Later on in the year the following schools were added to my list :—

The new State school at Milton.

The Acrobat Creek Provisional school, on the North Coast Railway.

Two private schools in Brisbane.

The exceptionally wet weather and the very bad state of the roads in that part of my district which extends from Caboolture to Cootharaba impeded and somewhat delayed my work last year. All the above schools and gymnastic classes were inspected and reported on, except one Roman Catholic school (Red Hill), one private school, and two Provisional schools (Villeneuve and Kilcoy), which were not inspected for want of time.

Several large schools were visited twice during the year, once for the regular inspection and once for the purpose of examining the pupil teachers and other teachers in class teaching, practical drill, and reading, which forms a part of the annual general examination for promotion. All the pupil teachers, &c., in the district, who required to be examined, 69 in all, were thus tested in these branches at their respective schools.

The total number of children examined in the schools of this district during the year was 5,313; 2,698 boys and 2,615 girls.

During the year inquiries were made and reports were furnished in connection with the establishment of the new State school at North Caboolture and proposed Provisional schools at Yandina, Rose Hill (near Cobb's Camp), and Petrie's Creek; and also in regard to matters of conduct and discipline at two other schools.

During the year the following improvements and changes have taken place :—

A fence was erected between the Fortitude Valley Girls' School and the infant school.

The Kangaroo Point Girls' and Infants' School being very much crowded, a new school was erected for the girls' department, the old room being assigned to the infants. This will add much to the comfort of the teachers and pupils, and be generally beneficial.

At the Kelvin Grove Road Boys' School a large and well equipped shed for gymnastic purposes was erected, and the school grounds were fenced. The head teacher and his pupils have already made praiseworthy effort in the direction of improving the grounds.

The main room of the Leichhardt Street Girls' School, being very large and lofty, it was decided to divide it into smaller rooms, and thus make the work of teachers and taught less laborious and more effective.

Towards the close of the year a new State school was opened at North Caboolture and a new Provisional school at Yandina.

Of non-departmental schools, one Roman Catholic school and one private school in Brisbane were inspected during the year.

## MATERIAL ORGANIZATION.

*State Schools.*—I have to report, as I did last year, that the State schools in this district are in good repair.

The continuous and rapid increase in the population of Brisbane and suburbs tends to fill or crowd the schools and additions as fast as they are opened. At the time of inspection there was sufficient school-room space for the number of children in attendance at each of the State schools, except the following, and in regard to some of these steps have already been taken which will afford more accommodation :—Bowen Bridge Road School, the crowded condition of which will, however, be relieved as soon as the new school at Breakfast Creek is open; Kangaroo Point Girls' and Infants' School, where, however, at the close of the year a fine new school for girls was erected, and, no doubt, sufficient accommodation provided; Kelvin Grove Road Girls' and Infants'; Milton School, only opened last year; Toowong School, which it was expected would be relieved by the opening of the Indooroopilly school; and Caboolture School, which must, now that the North Caboolture School has been opened, be sufficiently large.

In



In providing school-room accommodation in Brisbane, it appears to me that the chief points to be kept in view, as affecting the well-being of the teachers and pupils and the efficiency of the schools, are abundant school space, divided into comparatively small school-rooms, and sufficient light.

In small school-rooms the noise is less and the distracting influences fewer; the pupils are more attentive; the physical work of teaching is less laborious; and the results are, or should be, superior. A large school-room, where all the work and discipline of the school could be under the eye of the master, was necessary when he was assisted by monitors or juvenile pupil teachers; but in our Brisbane schools, where a large number of the teachers are classified, small school-rooms or large class-rooms are more appropriate and useful. Partitions, consisting considerably of glass, are useful, as they exclude sound and admit light. Verandas often exclude much light and, however broad, they are most unsuitable for teaching purposes; indeed, where there are playsheds, verandas are only useful as a place for lavatories and hat-room, and as a protection to the walls of the school from heat and wet. In providing for sufficient light, it should be remembered that the main supply is furnished by the large windows at the ends of each school-room, and that this supply should not be obstructed.

The State schools are generally well supplied with furniture, apparatus, and school requisites. All the classes are supplied with slates of the same size. It would be a convenience and an improvement if the fourth and fifth class slates were larger.

The sites on which the State schools have been built are generally sufficiently high and otherwise suitable; but of the playgrounds of the Brisbane schools little that is very favourable can be said. They are often small and slanting or uneven; they are relatively small, for the attendance has outgrown the required space. The natural formation of the ground in and around Brisbane is such that it would have been difficult to have selected suitable school sites, which would have provided level playgrounds; but the playgrounds admit of improvement, and this is a work which the local committees might undertake. The head teachers in several instances have done much in this direction. Trees have been planted at the Milton and Leichhardt street schools; and a pretty, well-kept lawn and garden, planted with flowers and shrubs, have been laid out in front of the Fortitude Valley Boys' School, which must have a humanising effect on the pupils, and are creditable to the head teacher. It is to be hoped that the local authorities—the divisional boards—will drain the swamp near the new Milton school.

Playsheds or playrooms under the school buildings, providing shelter from the heat or the wet have been erected at nearly all the large State schools, where, of course, they are most required.

Sheds, provided with gymnastic appliances, have been provided at the following large schools, where regular instruction in gymnastics is given:—Bowen Bridge Road; Fortitude Valley (Boys); Kangaroo Point (Boys); Kelvin Grove Road (Boys); and Leichhardt Street (Boys).

All the playgrounds of the State schools are fenced. In most cases the fencing is in good order; in a very few it is becoming old and needs renewing.

At every State school the water supply was sufficient and often abundant. The present plan of roofing schools with iron and supplying a sufficient number of large tanks ensures a good supply of water.

*Provisional Schools.*—Most of the Provisional schools in this district are fairly suitable buildings; but four (those at Maroochy, Mellum Creek, Stony Creek, and Acrobat Creek) were unsuitable. Acrobat Creek school was opened for the children of men employed in constructing a tunnel on the North Coast railway, and was simply a large tent provided by the teacher.

Generally the accommodation for the teacher who wishes to live at the school is of the poorest kind; sometimes one room has been provided, but often there is no provision whatever. Many of the Provisional schools have existed so long that they may now be looked upon as permanent schools, and it might be advisable to assist them in providing somewhat more suitable buildings, furniture, and water supply to the same extent that the State schools are now assisted. If this were done, and fair accommodation provided, a better class of teachers might be attracted.

There was sufficient school-room space provided, except at three schools—Mellum Creek, Stony Creek, and Acrobat Creek.

The supply of furniture fulfilled the requirements, except at two schools—Stony Creek and Acrobat Creek. The supply of books, maps, and other school requisites sent by the Department was generally sufficient.

The site of only one Provisional school (Neurum Creek) is fenced, and at the majority of Provisional schools there is no provision for water supply.

#### INTERNAL ORGANIZATION.

*STAFFS.—State Schools.*—In the eighteen State schools of this district the total number of teachers of all classes who were employed at the time of inspection was 141. Eighteen were head teachers, seventeen were male assistants and fifty-two were female assistants, thirteen were male pupil teachers and forty-one were female pupil teachers.

Of assistant teachers and pupil teachers, the number of females largely exceeds the number of males. The infant classes are generally taught by female teachers, and in three State schools for boys six female teachers have charge of the junior classes. At two State schools for girls there were no pupil teachers, all the subordinate teachers being assistants.

All the head teachers were classified, and all the assistant teachers but two, one male and one female. There was only one male pupil teacher of the fourth class in the State schools. The Brisbane boys do not appear to be anxious to become teachers. Many male pupil teachers leave before their term has expired, and at one boys' school this year there were several candidates for scholarships, but not one candidate for a pupil teachership. A pupil teacher of the second or third class, of average ability, has received a good grounding in the kind of education that makes a lad valuable in any business office, and in Brisbane the demand for the services of such youths, and the attractions offered them, are considerable.

During the quarter preceding inspection, the average attendance at the State schools was 4166·7, and the number of teachers of all grades who were employed was 141. Thus the average number of children per teacher was 29·5. In my district of the two preceding years, 1888 and 1887, the averages were respectively 26·9 and 24·7. I do not think that the staff of teachers is too large, if the present or a similarly comprehensive course of instruction is to be maintained. In the elementary schools of England the average number of children per teacher is higher, but those schools, unlike ours, provide for the education of the poorest classes only, and they are supplemented by a host of middle and higher class schools. The late Royal Commission on Elementary Education in England reported in 1888 that in their opinion "the minimum staff of teachers in a school required by the Code should be considerably increased."

Many

Many of the head teachers of the State schools have had large experience, and, as a body, they are capable and industrious.

The assistant teachers, too, are hardworking and generally efficient, and, with very few exceptions do all in their power to further the interests of their schools.

Most of the pupil teachers are reported to be industrious in teaching and diligent in study, and they promise in time to become fairly efficient teachers; but there are several who have mistaken their vocation, and who would have been more successful in some more mechanical occupation. Good natural ability and a liking for the work should be indispensable qualifications for the post of pupil teacher; and no candidate should be permanently appointed till after a period of probation, and as a rule, unless the head teacher can recommend him. The instruction of pupil teachers is carried on fairly well, but some head teachers appear to forget that the only training which these young people will receive is that which they are now receiving and which is at the best quite incomplete. Criticism lessons are not always given, and sometimes they are discontinued for a long time. They should go on continuously: a reasonably short time devoted to them could not be spent better. By means of criticism lessons, pupil teachers, who are solely occupied in teaching infant classes, have valuable and necessary opportunities of learning to teach higher classes; and head teachers of infant schools should make arrangements with the head-teachers of the adjoining girls' schools by which a class of girls could periodically attend at the infant school for this purpose. Neither the teaching nor the reading of all the pupil teachers gave satisfaction last year, and increased attention should be given to this part of their training.

*Provisional Schools.*—In each of the Provisional schools only one teacher was employed. The number of male and female teachers was nearly equal. Only one Provisional school teacher was classified.

Although the Provisional school teachers in my district last year are by no means the least satisfactory I have met with, I cannot speak of them, on the whole, in favourable terms. Some, of course, are most worthy and have managed their schools well or fairly, but in many instances, the results have fallen much below what they should be. The teachers are frequently changing. Of the Provisional schools, each of six had been in charge of three successive teachers during the last three years, and each of five had been in charge of two successive teachers during that time. The remedy for the shortcomings of the Provisional schools is to put them on a footing something similar to that of State schools in regard to material requirements, and to provide a better qualified class of teachers. There are difficulties in the way, the chief of which is the cost.

A training school, where our Provisional school teachers and ex-pupil teachers could add to their attainments and to their knowledge of teaching and school management is, of course, much to be desired.

Table A.  
TEACHERS IN STATE SCHOOLS.

Status.	Males.		Females.	
	Head Teachers.	Assistant Teachers.	Head Teachers.	Assistant Teachers.
Class I. ... ..	3	0	0	0
Class II. ... ..	7	2	3	0
Class III. ... ..	3	14	2	51
Unclassified ... ..	0	1	0	1

Table B.  
PUPIL TEACHERS IN STATE SCHOOLS.

Status.	Males.	Females.
Fourth Class ... ..	1	14
Third Class ... ..	5	12
Second Class ... ..	3	9
First Class ... ..	4	5
On Probation ... ..	0	1

Table C.  
TEACHERS IN PROVISIONAL SCHOOLS.

Sex.	Have passed no stated Examination.	Have passed the Examination for Admission as a Temporary Teacher under the Department.	Have held the rank of Classified Teachers under the Department.
Males ... ..	5	4	0
Females ... ..	4	3	1

*PUPILS.—Attendance.*—By referring to Table D it may be seen that the total number of children on the rolls of the State and Provisional schools at the date of inspection was 6,341, and that the number examined in these schools was 5,008.

For the quarter preceding inspection the number on the rolls was 6,733, the average attendance was 4474.8, and the number who attended 4 days out of 5 was 2,937. Thus considerably less than half the number on roll attended with fair regularity, and more than half must, therefore, have attended less than 4 days out of 5, or irregularly. Table G shows that at each of 13 State schools out of 18, and at each of 11 Provisional schools out of 17, less than half the number on roll attended 4 days out of 5 during the quarter preceding inspection.

The weather during the greater part of last year was very wet in my district, and at the country schools, State and Provisional, the attendance was, in consequence, more irregular than usual. But the wet weather should not have seriously affected the attendance at the Brisbane schools; and yet at each of 8 large State schools out of 13, in and near Brisbane, less than half the children on roll during the quarter preceding inspection attended 4 days out of 5. That the wet weather was not the cause of irregular attendance in the Brisbane schools may be seen by referring to the reports of Brisbane schools in general for 1887 and 1888, which show similar irregularity. There appears to be no remedy but compulsion;

compulsion ; but before that can be of much use it will be necessary to make the compulsory clauses of the Act more stringent. I consider that a child should be required to attend at least 90 days in each half-year, instead of at least 60, and that attendance at a Provisional school, where there is no State school, which is not now compulsory, should be compulsory. The main cause of irregularity is carelessness. Here, where education is free, compulsion would not press heavily. In England, although small fees are payable, attendance is compulsory, and it is not considered to be a serious hardship. The Royal Commission on elementary education in England and Wales (1888) express the following opinion:—"That, though there are undoubtedly very considerable local shortcomings calling for amendment, the vast increase in the school population receiving regular instruction obtained in the short period of seventeen years, is a result of our educational legislation which may be considered very satisfactory ; and that the absence of any serious opposition on the part of the wage-earning classes to compulsion, notwithstanding its grave interference with their homes, is largely owing to the gradual steps by which it has been introduced. That accordingly we cannot endorse any general condemnation of the manner in which compulsion has hitherto been administered."

In the absence of compulsion, something can be done by teachers themselves to induce regular attendance. Especially is this the case in country schools, where there is so little outside the school to interest the children, and where even they appreciate good discipline and good instruction. Even in the same school the regularity of attendance has been sometimes seen to depend on the disciplinary power and the efficiency of the class teacher.

In Table G (which in this matter refers to the quarter preceding inspection), Leichhardt Street (Boys), of the State schools, and Blackall Range, of the Provisional schools, show the most regular attendance ; and Camp Flat, of the State schools, and Stony Creek, of the Provisional schools, the least regular.

*Classification and Proficiency.*—The classification in the State schools is generally in accordance with Schedule V. and the attainments, and leaves little to be desired. In the Provisional schools it is somewhat less satisfactory ; but, on the whole, it has improved. The most common faults of previous years, promoting children into the fourth class before they were prepared, and dividing the school into a large number of drafts, were seldom met with last year.

Table E shows that out of 5,866 on the rolls of the State schools at the date of inspection, 54, or 9 per cent., were in the fifth class, and that 439, or 7.4 per cent., were in the fourth class ; that of 475 in the Provisional schools 27, or 5.6 per cent., were in the fourth class ; and that in the State schools the percentage of children in the first class, 45.9, was nearly the same as in the Provisional schools. In the matter of classification these are all fairly satisfactory features.

The average age in the first and second classes of the State schools is nearly the same as in similar classes in the Provisional schools ; but in the third and fourth classes the State school children are much younger.

Of the State schools the highest class in four was the fifth ; and in all the others (except the infant schools) it was the fourth. Of the Provisional schools the highest class at seven was the fourth ; at nine, the third ; and at one the second. No Provisional school had a fifth class.

At each of the four Brisbane schools for boys there is a first class of considerable size. These boys are here because they are over the infant school age, and because in most cases they have previously attended school irregularly.

Table E shows that the average proficiency in each class of the State schools was much higher than that of the corresponding class of the Provisional schools. The proficiency of the Provisional schools, although not all that could be desired, was under the circumstances not unsatisfactory ; in three it was quite satisfactory, and in some others fair. The attainments of the children at most of the State schools were satisfactory or very satisfactory.

Table D.  
ATTENDANCE OF PUPILS.

	State Schools.		Provisional Schools.		Total.		Grand Totals.
	Boys.	Girls.	Boys.	Girls.	Boys.	Girls.	
On roll end of quarter preceding inspection ... ..	3,197	3,035	252	249	3,449	3,284	6,733
Average attendance during quarter preceding inspection	2,161.8	2,004.9	152.1	156	2,313.9	2,160.9	4,474.8
Attendance four days out of five in quarter preceding inspection	1,488	1,245	102	102	1,590	1,347	2,937
On roll at date of inspection ... ..	2,965	2,901	237	238	3,202	3,139	6,341
Examined ... ..	2,374	2,257	188	189	2,562	2,446	5,008

Table E.  
CLASSIFICATION OF PUPILS.

Class.	On Roll at date of Inspection.		Percentage of Enrolment.	Examined.		Average Age of Pupils on Roll at date of Inspection.	Average Proficiency in all Subjects expressed as a Percentage.			
	Boys.	Girls.		Boys.	Girls.					
STATE SCHOOLS.										
Fifth	...	...	...	40	14	0.9	38	14	14.0	62.5
Fourth	...	...	...	209	230	7.4	179	200	13.4	60.9
Third	...	...	...	425	518	16.0	358	375	11.8	62.0
Second	...	...	...	856	876	29.5	694	687	9.9	61.4
First	...	...	...	1,435	1,263	45.9	1,105	981	7.3	61.3
Total	...	...	...	2,965	2,901	...	2,374	2,257	...	...
PROVISIONAL SCHOOLS.										
Fourth	...	...	...	12	15	5.6	11	12	14.0	53.8
Third	...	...	...	32	33	13.6	24	28	12.2	53.8
Second	...	...	...	79	87	34.9	66	74	9.8	53.6
First	...	...	...	114	103	45.6	87	75	7.3	52.6
Total	...	...	...	232	238	...	188	189	...	...

DISCIPLINE.



**DISCIPLINE.—State Schools.**—Discipline was a strong point in the State schools. In some it was very good; in most it was quite satisfactory; and in none did it fall below *very fair*. As a rule the children were orderly, attentive, and interested in their work.

The discipline is generally maintained without undue punishment. No corporal punishment is inflicted at one State school. In four large schools, one or more of the assistants, are also permitted to inflict corporal punishment. There is no reason for supposing that this power has been abused; but it will be necessary that head teachers be watchful that their assistants who have power to punish do so with a due sense of their responsibility. As a rule the registers show that corporal punishment is inflicted seldom, and only for serious misconduct; but this is not always the case, and teachers should remember that frequent resort to corporal punishment always indicates faulty discipline.

**Provisional Schools.**—In three Provisional schools the discipline was more or less unsatisfactory, and in the others it ranged from *very fair* to *very good*. Five Provisional schools are managed without inflicting corporal punishment; and it is to be hoped that in future the number will become larger, for these small schools are easily governed. By referring to the Provisional schools in Table G, it will be seen how closely the government of a school is associated with the proficiency of the pupils. Wherever the discipline is good the progress is satisfactory.

**Registers.**—In the State schools the record books were for the most part well kept, being either quite complete and correct, or nearly so. In the Provisional schools, except in a few cases, in which they were considerably neglected, they were in a similarly satisfactory state. During the year record books otherwise than neat were seldom met with.

**INSTRUCTION.—Reading.**—The reading was generally fluent and distinct. There is some danger of the "most widely diffused fault of English pronunciation," namely, the omitting or misplacing of the aspirate, developing in Queensland. I have noticed that colonial born children often omit the aspirate, and when cautioned they misplace it. The ability to read with expression, even in the upper classes, is still not common, although of late there has been improvement. The introduction of a superior series of reading books would no doubt give a healthy stimulus to better instruction in this subject.

**Writing.**—Writing is generally well taught but often, even in the State schools, there is room for improvement. We want a style of writing in which the letters are "well formed, well spaced, well proportioned, and well joined," and this can be easily taught if close attention is given to matters of detail and the teacher insists on his directions being carried out. The copy books were rarely otherwise than neat and clean. This is a matter of importance, for we know that "clean, neat copy books are often the sole index in the parents' eyes of the progress of the child." A new series of copy books, the Federal, has been introduced into several schools in this district, and, judging from a short examination of them, they will prove to be useful and suitable.

**Arithmetic.**—Of "the three R's," arithmetic gives the least satisfactory results. In the lower classes, where the work is mechanical and easy, the subject is taught very fairly; but in the third and fourth classes, neither the mechanical work of arithmetic nor the intelligent application of the rules and principles to the solution of miscellaneous problems gives results which are quite satisfactory. Mistakes in mechanical operations, which are the result of hurry and of neglect on the part of pupils to revise their work, are far too common. The importance of accuracy is not sufficiently appreciated. The value of arithmetic as an instrument in the business of life and as a means of cultivating the reasoning powers is so great, that, as a rule, more time should be devoted to it in the higher classes, and Schedule V. should, I think, be modified to permit of this.

**Geography and Grammar** have been taught fairly well in the State schools, and less satisfactorily in the Provisional schools. Descriptive geography is receiving a fair share of attention, but not more than its practical utility demands. Parsing and analysis in the State schools often indicated considerable intelligence, but the results were somewhat uneven.

Schedule V. requires that *Composition* shall be taught in the third and fourth classes. The results are moderately fair. Poverty of vocabulary on the part of the pupils is a serious impediment to improvement in this subject. Regular lessons on the meaning of words in *complete groups* will help to remove this, but the child who would compose well must read. And this reminds me of the need of school libraries. At the Leichhardt Street Schools a most praiseworthy effort in this direction has been made. There is a library for the pupils, containing 600 carefully selected volumes, which are eagerly read by the children and even by the parents.

**History** is taught in the fourth and fifth classes. It does not receive the attention it deserves, mainly for want of time. The results of this subject in the State schools have been pretty fair.

Table F.  
AVERAGE PROFICIENCY IN SUBJECTS OF INSTRUCTION.

Subject.	Average Proficiency as a Percentage.		
	State Schools.	Provisional Schools.	All Schools.
Reading ... ..	61.4	56.5	59.0
Object Lessons ... ..	56.4	45.9	50.9
Writing ... ..	68.5	63.0	65.8
Arithmetic... ..	60.1	54.9	57.6
Drill and Gymnastics ... ..	61.6	46.8	54.2
Vocal Music ... ..	62.7	39.1	50.9
Geography ... ..	54.3	47.4	50.8
Grammar ... ..	56.0	49.5	52.5
Derivation... ..	56.4	45.7	50.9
Composition ... ..	55.7	50.7	52.9
History ... ..	54.8	42.5	52.1
Mechanics ... ..	46.6	0	46.6
Domestic Economy ... ..	48.1	42.0	45.7
Needlework ... ..	68.1	48.7	60.1
Home Exercises ... ..	65.7	56.7	60.9



The percentages in the columns headed State schools and Provisional schools, in Table F, show the great difference in proficiency in the two classes of schools. The difference in the results of arithmetic is greater than the figures indicate, because the standard of examination of the State schools, where there was a fourth or fifth class in nearly every school, was considerably higher than that of the Provisional schools, where in about half of the schools the highest class was the third.

Table G gives many particulars respecting the school-room space, the attendance, the discipline, the proficiency, and the progress. The information given in the columns headed highest class, percentage of results, discipline, general condition, and progress, gives a concise description of the efficiency or otherwise of each school.

In the State schools the proficiency varied from *fair* to *good*, except in the case of two country schools, where it was moderate; and in the Provisional schools it ranged from *moderate* to *quite satisfactory*, being on the whole moderately fair.

At the last examination for Grammar school scholarships ten of the successful candidates, nine boys and one girl, were from schools in this district.

Table G.  
SCHOOLS IN ALPHABETICAL ORDER.

Schools.	Highest Class.	Percentage of Results.	Accommodation in square feet.		Attendance.						Discipline.	General Condition.	Progress.	Children between the ages of 5 and 13, within 2 miles, who do not	
			Inside Floors.	Verandah Floors.	On Roll at Date of Inspection.	Examined.	Average for Quarter preceding Inspection.		Attended 4 days out of 5.					Attend any School.	Attend at least 60 days in each Half-year.
							Number of Pupils.	Percentage of Enrolment.	Number of Pupils.	Percentage of Enrolment.					
STATE SCHOOLS.															
Brisbane:—															
Bowen Bridge Road	IV.	60.5	2808	2144	718	629	497.4	60.1	306	37.0	Satisfactory ...	Satisfactory ...	Considerable ...	Not kn'wn	105
Fortitude Valley (Boys)	V.	61.1	3540	1920	457	375	370.0	73.0	262	51.6	Good ...	Satisfactory ...	Good ...	Not kn'wn	19
Fortitude Valley (Girls)	IV.	61.5	1775	1136	359	275	246.7	64.9	141	37.1	Very fair ...	Fairly satisfactory ...	Fair ...	Not kn'wn	75
Fortitude Valley (Infants)	I.	66.7	3620	505	589	465	402.8	64.4	226	36.1	Very good ...	Fairly satisfactory ...	Very fair ...	Not kn'wn	92
Kangaroo Point (Boys)	IV.	60.6	3520	1440	246	234	188.0	69.1	148	54.4	Satisfactory ...	Satisfactory ...	Satisfactory ...	Not kn'wn	10
Kangaroo Point (Girls and Infants)	IV.	59.6	1532	371	582	447	438.9	68.4	319	49.6	Very fairly satisfactory	Fairly satisfactory ...	Fair ...	Not kn'wn	50
Kelvin Grove Road (Boys)	IV.	61.7	1800	1046	213	169	156.2	72.5	117	54.4	Satisfactory ...	Quite satisfactory ...	Good ...	Not kn'wn	9
Kelvin Grove Road (Girls and Infants)	IV.	59.5	1995	1176	419	345	311.4	72.3	196	45.5	Very good ...	Fairly satisfactory ...	Fair ...	Not kn'wn	37
Leichhardt Street (Boys)	V.	60.2	2500	544	273	221	200.7	69.7	169	58.6	Satisfactory ...	Very fairly satisfactory	Considerable ...	Not kn'wn	9
Leichhardt Street (Girls)	V.	60.1	2478	744	272	232	213.4	76.4	153	54.8	Very good ...	Satisfactory ...	Considerable ...	Not kn'wn	24
Leichhardt Street (Infants)	I.	64.0	2880	2021	390	312	338.0	69.6	241	40.6	Good ...	Satisfactory ...	Considerable ...	Not kn'wn	26
Milton ...	IV.	58.9	1800	1110	422	281	251.6	55.4	147	36.4	Effective and good	Promising ...	Considerable ...	Not kn'wn	33
Toowong ...	IV.	60.9	2548	1714	538	405	351.2	67.8	205	39.6	Very fair ...	Fairly satisfactory ...	Fair ...	Not kn'wn	102
Buderum Mountain ...	IV.	61.0	700	*	44	41	33.5	74.3	11	24.4	Very good ...	Quite satisfactory ...	Good ...	Not kn'wn	1
Caboolture ...	V.	61.7	480	195	123	95	72.5	54.2	41	30.5	Satisfactory ...	Satisfactory ...	Considerable ...	3	19
Camp Flat ...	IV.	54.0	540	480	39	24	25.3	61.7	4	9.7	Satisfactory ...	Moderately fair	Moderate ...	0	2
Tewantin ...	IV.	48.8	720	228	50	41	37.6	65.9	24	42.1	Good ...	Moderate ...	Moderate ...	1	0
Woodford ...	IV.	60.8	540	180	58	40	31.5	56.2	13	23.2	Good ...	Very satisfactory ...	Good ...	0	4
PROVISIONAL SCHOOLS.															
Acrobat Creek ...	II.	52.0	288	0	49	47	36.6	55.4	26	39.3	Very fair ...	Fairly satisfactory ...	Fair ...	Not kn'wn	Not kn'wn
Blackall Range ...	IV.	54.5	228	0	14	14	9.9	82.5	12	100.0	Very fair ...	Fairly satisfactory ...	Fair ...	0	0
Campbellville ...	III.	39.4	320	160	18	14	14.8	67.2	9	40.9	Not satisfactory	Quite moderate and not satisfactory	Little ...	0	0
Cobb's Camp ...	III.	51.8	384	144	42	35	24.4	71.7	12	35.2	Moderate	Moderately fair	Moderate ...	2	3
Coochin Creek ...	III.	56.3	384	192	35	25	15.1	51.9	9	31.0	Very good ...	Satisfactory ...	Good under the circumstances	1	0
Cootharaba ...	IV.	46.8	640	96	28	26	14.7	56.5	15	57.6	Pretty fair	Quite moderate	Little ...	2	0
Dahmoghah ...	IV.	52.5	300	0	27	27	21.9	68.4	5	15.6	Satisfactory ...	Pretty fairly satisfactory	Very fair ...	Not kn'wn	0
Diddillibah ...	III.	50.6	540	64	23	19	15.4	59.2	7	26.9	Very fair	Moderately fair	Moderate ...	0	4
Fair Hill ...	IV.	58.0	192	144	22	16	17.2	59.3	10	34.4	Very good ...	Quite satisfactory ...	Good ...	0	0
Maroochy ...	III.	52.5	405	163	35	19	13.0	37.1	21	60.0	Good ...	Fairly satisfactory ...	Considerable ...	0	0
Mellum Creek ...	III.	53.4	252	168	50	42	33.0	75.0	32	72.7	Very fair	Fairly satisfactory ...	Pretty fair ...	0	0
Mooloolah Bridge ...	III.	47.9	250	120	23	16	14.5	63.0	14	60.8	Very fair	Moderately satisfactory	Moderate ...	2	3
Mooloolah Plains ...	IV.	52.4	280	0	20	10	14.4	62.6	10	43.4	Good ...	Fairly satisfactory ...	Fair ...	2	8
Neurum Creek ...	III.	55.3	449.5	174	20	16	11.1	61.6	2	11.1	Very fair	Fair only ...	Pretty fair ...	0	0
Rosemount ...	III.	58.2	450	114	17	14	15.4	66.9	12	52.1	Very good	Creditable ...	Good ...	0	0
Stony Creek ...	IV.	53.8	180	105	24	19	17.0	56.6	0	0	Very fair	Fairly satisfactory ...	Pretty fair, but uneven	0	3
Wararba ...	IV.	55.9	334	168	28	18	19.7	67.0	8	27.5	Very fair	Fairly satisfactory ...	Fair ...	0	0

\* Information omitted from General Return.

I have, &c.,

J. J. CAINE.

The Under Secretary, Department of Public Instruction, Brisbane.

EAST



## EAST MORETON SOUTH DISTRICT.

## REPORT OF MR. DISTRICT INSPECTOR MACGROARTY.

South Brisbane, March, 1890.

SIR,—I have the honour to submit to you my General Report for the year 1889.

## DISTRICT.

The district under my charge, which was the same as for the two previous years, is known as "East Moreton South," and embraces the south-eastern portion of the colony trending southward from the Brisbane River to New South Wales, and containing the basins of the Logan, Albert, Coomera, Nerang, and Tallebudgera Rivers; two schools on Moreton Island, one on St. Helena, one on Stradbroke, five Roman Catholic schools in North Brisbane, and the State schools at West End and Woolloongabba were also included in my list of schools.

*Schools.*—The number of schools under my supervision at the end of the year was seventy-two. Two new Provisional schools—one at Dunwich and one at Upper Caningera Creek—were opened during the year, and the Provisional school at Norwell was re-opened, but the schools at Coombabah and Bethania Junction were not in operation during 1889. Towards the close of the year initiatory steps were taken to establish a new Provisional school at Jimboomba, and doubtless one will be in operation there during this year.

The schools of this district may be classed thus :—

State school for Girls only	...	...	...	...	...	1
State schools for Boys only	...	...	...	...	...	2
State school for Infants only	...	...	...	...	...	1
State school for Girls and Infants only	...	...	...	...	...	1
State schools for Boys, Girls, and Infants	...	...	...	...	...	29
Provisional schools for Boys, Girls, and Infants	...	...	...	...	...	30
Schools under the Colonial Secretary's Department—Lytton						
Stockade (for Boys only), St. Helena and Dunwich	...	...	...	...	...	3
(mixed)	...	...	...	...	...	5
Roman Catholic schools	...	...	...	...	...	—
Total schools of all kinds	...	...	...	...	...	72

*Inspection, other Departmental Duties, Holidays, &c.*—The work of inspection began on the 25th April. Except a fortnight leave of absence through sickness and a day devoted to reporting on some second inspections of the previous year, and a month's holiday, the time up to that date was occupied in valuing examination papers, in writing my annual report, and in attending a conference of inspectors. Attending a conference at the Education Office, under the presidency of the Under Secretary, assisting the Senior District Inspector, and supervising the examination for exhibitions to universities at the Brisbane Grammar School kept me out of the field from the beginning of November till the schools were closed for the summer holidays, so that seven small schools—Cedar Creek, Tambourine, Moondoolan, Caningera Upper, Caningera Lower, Kerry, and Christmas Creek—were left without inspection. The time from the end of April till the beginning of November, except five days devoted to drafting examination papers, was fully occupied in inspecting schools, reporting on them, and travelling. Fifteen schools were visited a second time, but, for want of time, nothing more than the examination of the pupil teachers in class teaching and drill could be overtaken. Conducting the annual examination of teachers and pupil teachers at the Central Brisbane Girls' School and valuing examination papers brought the year's labours to a close.

## MATERIAL ORGANIZATION.

Early in the year additions to the schools at Mount Gravatt and Waterford were completed, and towards its close a new wing, 50 feet by 20 feet, was in course of erection at Cooparoo, a suburb where the population seems to be rapidly increasing. An enlargement of the State school building at Lytton was authorised by the Department during the year. It may be reported, then, that the accommodation is now mostly sufficient, but at Woolloongabba (Girls and Infants), West End (Infants), Beenleigh, and Southport the inside floor spaces are still inadequate, and the verandas and open playsheds are largely used for class teaching, a practice which is not conducive to the health and comfort of the pupils concerned. In some districts the school population would seem to be decreasing, and the State schools at Capalaba, Belmont, Cleveland West, and Gramzow have been reduced to the status of Provisional schools. Dividing fences between the boys and girls grounds at Woolloongabba and West End schools are still wants, and at the latter place the whole school reserve needs a new fence, the old one being in a very dilapidated state. Clearing, stumping, and levelling are wants at Bulimba, Nerang, Southport, Coomera Lower, Waterford, Wellington Point, Tingalpa, Cooper's Plains, Cooparoo, and West End. Redland Bay, very closely followed by Wellington Point, still holds the premier place for the neatness and beauty of its school garden; other places where commendable efforts in this direction are made are Capalaba, Nerang, Hemmant, Cooper's Plains, Cleveland East, and Tallebudgera.

In State schools the furniture is generally sufficient and well constructed, but some defects in the construction of the furniture of the West End (Infants) were noticed. As reported last year, in some Provisional schools—especially Logan Village, Belivah, and Stockleigh—the desks and forms are rickety and badly made, and in the two former places are badly arranged.

Where schools have been established in recent years, roomy and comfortable residences are provided for the teachers, but the cottages erected at earlier dates are not always commodious, and

applications

applications for enlargement, lining, and ceiling are frequent. The residences connected with the schools at Southport, Waterford, Beenleigh, and Rocklea were enlarged during the year, and a playshed was provided for the school at Nerang.

INTERNAL ORGANIZATION.

As a rule, the schools of this district have been full-handed, the average number of pupils to each teacher being for all schools 25·4—State schools 27·0, and Provisional schools 19·6. These numbers for 1888 were respectively 24·7, 25·8, and 19·6. In six State schools—West End (Boys), West End (Infants), Cooper's Plains, Coorparoo, Tingalpa, and Tallebudgera—the number to each teacher exceeds 30, reaching 38·3 at Tingalpa; and in two Provisional schools—Thompson Estate and Nerang Upper—that number is exceeded, being 34·5 in the former. At the Lytton Reformatory, which is for boys only, where only one teacher is employed, the average attendance is 68·2, but the boys are divided into two divisions, junior and senior—the former being under tuition for half the day, while the latter is engaged at some useful manual labour, and *vice versa*. Schedule V. has been a good deal modified for the use of this school, the lads giving their attention chiefly to the essential subjects—*reading, writing, arithmetic, and composition*—a plan well worth adopting in very many of our Provisional schools.

The number of teachers of all grades employed in the schools inspected is 143, and the following Tables A, B, and C show in detail their rank and classification:—

Table A.  
TEACHERS IN STATE SCHOOLS.

Status.	MALES.		FEMALES.	
	Head Teachers.	Assistant Teachers.	Head Teachers.	Assistant Teachers.
Class I. ... ..	1	0	0	0
Class II. ... ..	13	2	1	2
Class III. ... ..	10	12	5	28
Unclassified ... ..	2	0	1	1

Table B.  
PUPIL TEACHERS IN STATE SCHOOLS.

Status.	Males.	Females.
Fourth Class ... ..	1	7
Third Class ... ..	1	8
Second Class ... ..	4	6
First Class ... ..	3	7
On Probation ... ..	1	0

In the above tables are included one female assistant teacher of Class III., one female pupil teacher of the fourth class, and one female pupil teacher of the third class, who are really employed in what is called the Thompson Estate Provisional school.

Table C.  
TEACHERS IN PROVISIONAL SCHOOLS.

Sex.	Have passed no stated Examination.	Have passed the Examination for Admission as a Temporary Teacher under the Department.	Have held the rank of Classified Teachers under the Department.
Males ... ..	14	3	2
Females ... ..	6	1	1

The teachers employed in the State schools of the district are, on the whole, an industrious and capable class of public servants, and are discharging their arduous and responsible duties with vigour, zeal, and tact; in the Provisional schools, however, the teachers are often without experience in their profession, and, in many instances, they are producing only very moderate results. Where at all practicable, applicants for employment in Provisional schools, and without any experience in teaching, should receive *at least* one month's training in some good neighbouring State school before taking charge of a school on their own account.

The *quantity* and *quality* of the attendance in this district for the last three years may be thus compared:—

	Quantity.	Quality.
1887 ... ..	65·2 per cent of the enrolment	38·6 per cent.
1888 ... ..	69·3 " " "	48·4 " "
1889 ... ..	67·1 " " "	43·7 " "

It will be seen, then, that in *quantity* and *quality* the attendance is even less satisfactory for this year than for the previous one, and we have 3,050 pupils out of an enrolment of 5,418, who failed to attend school 4 days out of 5 of their school time. The following schools cannot possibly be doing their duty to the State while the *irregularity* of their attendance is so marked:—Bundall (4·3 per cent. attend regularly), Belmont (5·0), Maudsland (12·0), Belivah (13·0), Redland Bay (19·3), Loganholme (19·4), Bromelton (20·0), Podinga (22·2), Cleveland West (22·2), Yeronga (22·8), Pimpama Island (25·0),  
Teviot



Teviot Junction (27·8), Gramzow (28·6), Alberton (29·2); 8 others range from 32·2 to 39·7; and 17 from 41·5 to 49·8 per cent. These 39 schools, with an enrolment of 4,204 pupils, or 77·6 per cent. of the enrolment of the whole district, return 1,638 children, or 39 per cent. of their enrolment, who attended 4 days out of 5 of their school time. As mentioned by me in previous reports there would seem to be no help for neglect like this on the part of many parents except *compulsion*. A few schools, however, are deserving of special mention for the *regularity* of their attendance. Lytton Reformatory (100 per cent.), Norwell (100 per cent.), Cape Moreton (92·9 per cent.), Dunwich (92·9 per cent.); 1 gives 73·6 per cent.; 5 others run from 61·4 per cent. to 65; and 11 from 51 per cent. to 59·2.

The classification in the better class of schools is satisfactory, and the details in this connection being carried out with skill and judgment, but in some schools the plan of unnecessarily minute subdivisions of the pupils by which the teacher's time is frittered away to very little purpose is still much too common, and the very objectionable practice of keeping back children with no other object than to gain high marks at inspection, has not wholly died out.

Table D shows, for State and Provisional schools, the enrolment and average attendance for the quarter preceding inspection, the number of pupils that attended school 4 days out of 5, the enrolment at inspection, and the number of scholars that presented themselves for examination, the last being 78·9 per cent. of the enrolment.

Table E gives a very fair idea of the proficiency of each class, and sets forth the number of pupils in each of the five classes, with the average ages of the pupils in each class, as well as the number examined in each class, State and Provisional schools being distinguished; it also points out the percentage of the enrolment in each of the five classes, and it will be seen that that of the *lowest* class is 43·9 per cent. of all the children on the roll, while that in the *highest* is only 0·6 per cent., but these percentages were, for 1887, 47·2 per cent. and 0·1 per cent. respectively, and for 1888, 45·3 per cent. and 0·3 per cent., so that the tendency is plainly an upward one. This year the fourth class—the highest in all schools except Woolloongabba (Girls and Infants), Beenleigh, Coorparoo, Hemmant, and Yeronga, where in all 32 pupils were enrolled in the fifth class—contain 6·8 per cent. of the total enrolment, the third class 15 per cent., and the second class 33·7 per cent.; for 1887 these percentages were respectively 5·6 per cent., 16 per cent., and 31·1 per cent.; and for 1888, 6·8 per cent., 14·7 per cent., and 32·8 per cent.

Table D.  
ATTENDANCE OF PUPILS.

	State Schools.		Provisional Schools.		Total.		Grand Totals.
	Boys.	Girls.	Boys.	Girls.	Boys.	Girls.	
On roll end of quarter preceding inspection	2,422	2,105	501	390	2,923	2,495	5,418
Average attendance during quarter preceding inspection	1,655·7	1,391·0	338·0	251·0	1,993·7	1,642·0	3,635·7
Attended four days out of five in quarter preceding inspection	1,120	793	289	166	1,409	959	2,368
On roll at date of inspection	2,207	2,025	495	371	2,702	2,396	5,098
Examined	1,872	1,646	397	281	2,178	1,843	4,021

Table E.  
CLASSIFICATION OF PUPILS.

Class.	On Roll at Date of Inspection.		Percentage of Enrolment.	Examined.		Average Age of Pupils on Roll at Date of Inspection.	Average Proficiency in all Subjects expressed as a Percentage.
	Boys.	Girls.		Boys.	Girls.		
STATE SCHOOLS.							
Fifth	9	23	0·8	8	22	14·2	70·1
Fourth	175	137	7·4	150	116	13·0	65·8
Third	322	309	14·9	278	256	11·6	65·0
Second	727	692	33·5	618	576	9·6	65·0
First	974	864	43·4	818	676	7·0	65·3
Total	2,207	2,025	...	1,872	1,646	...	65·4
PROVISIONAL SCHOOLS.							
Fourth	12	22	3·9	9	20	13·0	56·4
Third	76	56	15·2	63	44	12·1	56·0
Second	162	137	34·5	123	104	10·0	56·0
First	245	156	46·3	202	113	7·2	57·3
Total	495	371	...	397	281	...	56·4
Grand Totals	2,702	2,396	...	2,269	1,927	...	62·3

The average proficiency, then, for all schools is represented by 62·3 per cent. State schools 65·4 per cent., and Provisional schools 56·4 per cent.; in 1888 these percentages were respectively 60·6 per cent., 63·1 per cent., and 55·8 per cent.; and in 1887, 58·4 per cent., 61·1 per cent., and 52·9 per cent.—an improvement all round.

As a rule, *discipline* in the schools under my supervision may be considered pretty satisfactory—ranging from *moderate* to *very good*—and, generally, it secures good working conditions, but such qualities as civility, courtesy, good manners, self-reliance, kindness, honesty, truthfulness, generosity, and self-denial should not only be cultivated in children, but should be called into active service, for “the exercise of good principles, confirmed into habit, is the true means of forming a good character.”

Records.—

**Records.**—In the great majority of schools the records are neatly and carefully written, and in 19 schools they were found to be *complete* and *accurate*; in 14 *accurate* and *nearly complete*; in 3 *complete* and *nearly accurate*; in 18 *nearly accurate* and *not quite complete*; in 2 *incomplete* and *not quite accurate*; and in 4 *incomplete* and *inaccurate*.

On the whole, fair methods of instruction are adopted, but in the Provisional schools and in the smaller State schools *mechanical* methods are usually practised, and even in some of the larger State schools mechanical methods have gained a strong footing. Until teachers keenly realise the necessity for *systematic oral* instruction, having for its object the development of the intelligence and the calling into active exercise the thinking powers of the children, their success can only be partial. The teaching which starts the pupils' minds in search of knowledge, and gives them a method that will aid them in its acquisition is much preferable to that which crams their minds with facts that may turn out to be of little practical use in after life.

**INSTRUCTION.**—*Reading*, including oral spelling, meanings, comprehension, and recitation of poetry, yielded, on the whole, results in advance of *fair*, 62·7 per cent.—State schools 64·9 per cent., and Provisional schools 58·8 per cent.; for 1888 these percentages were respectively, 60·4 per cent., 62·0 per cent., and 57·4 per cent.; and for 1887, 59·2 per cent., 61·9 per cent., and 55·8 per cent. So that a gradual improvement is noticeable, and with the early advent of new sets of reading books for use in our schools the further proficiency of our pupils in this essential subject is very hopeful.

**Object Lessons.**—These lessons are regularly taught to all classes, but with hardly *fair* results—56·9 per cent. for all schools—State schools 60·7 per cent., Provisional schools 49·5 per cent. Until the pupils are brought *in touch* with such lessons instead of being *told* about them—the objects themselves being often remote or inaccessible to observation—they cannot have the full benefit that these lessons in skilful hands may be made to yield.

**Writing**, as last year, furnishes the best results of all, the schedule subjects, the percentage for all schools being 76·1 per cent.

**Arithmetic.**—In this important branch of instruction—important in an *educative* sense even apart from its *practical* utility in the ordinary transactions of everyday life—I am able to notice little or no improvement, and this, in the first instance, may be traced to the pernicious practice of “counting” strokes, or fingers and thumbs, permitted in the initial stages of the subject, a habit which once acquired is got rid of with difficulty; and, in the second place, to the too common practice of allowing pupils to keep grinding away at long mechanical sums instead of keeping them well drilled in mental calculations and short practical problems; and, thirdly, to the want of intelligent explanation as the higher operations are reached, of the reason of the rule, and of the several steps in each process. The proficiency in this subject this year is represented by 60·3 per cent., last year it was 60·2 per cent.

**Drill**, as noted last year, the only subject except writing that exceeds a *very fair* standard, might be eased off a little, and the time thus saved could with advantage be devoted to arithmetic.

**Vocal Music**, for all schools, has nearly reached a *fair* standard, 58 per cent.—State schools 64·7 per cent., and Provisional schools 43·8 per cent. This subject should only be attempted in schools where some member of the staff is competent to teach it with success.

**Geography**, in which there is no marked improvement since last year, is approaching a *fair* standard, 58·7 for all schools—State schools 62·4 per cent., and Provisional schools 50·6 per cent. These percentages for last year were respectively 57·6, 60·3, and 51·5; and for 1887, 53·3 per cent., 58 per cent., and 47·5 per cent.

**Grammar**, which is not a strong subject in the majority of the schools in my district, has yielded little more than *moderate* results, 51·2 per cent. for all schools—State schools 54·6 per cent., and Provisional schools 44·3 per cent. But even this is an improvement on the proficiency of previous years. In 1888 the percentages were respectively 47 per cent., 51·4 per cent., and 38·3 per cent.; and in 1887, 40 per cent., 43·3 per cent., and 37·7 per cent. What Professor Mosely declares to be the immediate object of grammar, “the power of writing plain and clear sentences, with correct syntax, etymology, and punctuation,” should be kept steadily in view by teachers when dealing with this subject.

**Derivation** has quite reached a *fair* standard, 61 per cent. for all schools—State schools 67·2 per cent., Provisional schools 45·6 per cent.

**Composition**, including written spelling and writing poetry from memory, yielded, on the whole, results which are quite fair, 64·8 per cent.

**History**, which is taught in only the two highest classes, has just reached a fair standard, 60·4 per cent.

**Mechanics**, which is confined to the boys of the fourth and fifth classes, is taught in most schools with *indifferent* results, 38·2 per cent.

**Domestic Economy**, which is taught to the girls of the third, fourth, and fifth classes, yielded, on the whole, results somewhat in advance of *moderate*, 54·6 per cent.—State schools 58·5 per cent., and Provisional schools 43·3 per cent.

**Needlework**, which is taught to the girls in all classes above the first, has reached almost a *very fair* standard, 69·6 per cent.—State schools 75·5 per cent., Provisional schools 58 per cent. Last year these percentages were respectively 64·9 per cent., 72·4 per cent., and 50·8 per cent.; and in 1887, 58·6 per cent., 71·3 per cent., and 43·2 per cent.—an improvement in each year.

**Home Exercises.**—Want of judgment is sometimes shown by teachers in allotting home lessons to their pupils. Children under nine years of age should not be burdened with this work at all, for if kept constantly and profitably under instruction during the school hours they do not need to have their evenings embittered by hard, dry home lessons, this time being necessary for recreation and physical exercise; and even for the elder children the time devoted to the preparation of home exercises should rarely extend one hour. “Home lessons to be useful should be prepared on a well considered plan, should have special reference to some part of the instruction given in school, should be capable of being done by an average pupil;”

done by the teacher  
State schools 67

done should be carefully examined and  
results is represented by 65·1 per cent.—

TABLE



Table F.

## AVERAGE PROFICIENCY IN SUBJECTS OF INSTRUCTION.

Subject.	Average Proficiency as a Percentage.		
	State Schools.	Provisional Schools.	All Schools.
Reading ...	64.9	58.8	62.7
Object Lessons ...	60.7	49.5	56.9
Writing ...	77.4	73.7	76.1
Arithmetic ...	62.7	56.0	60.3
Drill ...	75.6	69.3	73.4
Vocal Music ...	64.7	43.8	58.0
Geography ...	62.4	50.6	58.7
Grammar ...	54.6	44.3	51.2
Derivation ...	67.2	45.6	61.0
Composition ...	67.1	60.4	64.8
History ...	62.8	51.1	60.4
Mechanics ...	38.2	Not taught	38.2
Domestic Economy ...	58.6	43.3	54.6
Needlework ...	75.5	58.0	69.6
Home Exercises ...	67.0	61.6	65.1

Table G.

## SCHOOLS IN ALPHABETICAL ORDER.

Schools.	Highest Class.	Percentage of Results.	Accommodation in square feet.		Attendance.						Discipline.	General Condition.	Progress.	Children between the ages of 5 and 13, within 2 miles, who do not	
			Inside Floors.	Verandah Floors.	On Roll at Date of Inspection.	Examined.	Average for Quarter preceding Inspection.		Attended 4 days out of 5.					Attend any School.	Attend at least 60 days in each Half-year.
							Number of Pupils.	Percentage of Enrollment.	Number of Pupils.	Percentage of Enrollment.					
STATE SCHOOLS.															
Alberton ...	IV.	61.4	816	714	48	29	27.3	56.9	14	29.2	Good ...	Satisfactory ...	Good ...	2	0
Beaudesert ...	IV.	61.5	612	534	72	60	48.1	61.8	28	35.9	Good ...	Promising ...	Very fair ...	0	0
Beenleigh ...	V.	65.4	1,336	978	261	233	198.7	70.7	127	45.2	Good ...	Satisfactory ...	Very good ...	3	37
Belmont ...	III.	60.6	480	480	20	13	11.4	56.9	1	5.0	Fair ...	Fair ...	Very fair ...	0	1
Brisbane—															
Diamantina Orphanage ...	III.	66.0	792	0	53	25	27.9	58.1	21	43.8	Good ...	Quite fair ...	Very fair ...	0	0
West End (Boys) ...	IV.	63.1	2,000	1,280	197	179	148.2	69.3	95	44.4	Very fair ...	Fair ...	Fair ...	0	27
West End (Girls) ...	IV.	64.5	1,100	400	172	140	114.2	69.6	70	42.7	Good ...	Very fair ...	Pretty good ...	Not kn'wn	12
West End (Infants) ...	I.	70.3	880	273	322	276	266.9	68.1	166	42.3	Good ...	Hopeful ...	Good ...	Not kn'wn	45
Woolloongabba (Boys) ...	IV.	70.9	2,360	1,352	285	250	210.1	69.8	150	49.8	Very fair ...	Satisfactory ...	Good and sound ...	16	40
Woolloongabba (Girls and Infants) ...	V.	70.3	2,800	1,600	677	548	440.3	68.7	244	38.1	Good ...	Promising ...	Good ...	Not kn'wn	29
Bulimba ...	IV.	70.8	1,069	1,512	244	236	198.0	69.7	151	53.2	Good ...	Satisfactory ...	Very good ...	0	0
Cedar Creek ...	...	...	...	Not Examined.	...	...	...	...	...	...	...	...	...	...	...
Cleveland, East ...	IV.	64.9	468	416	39	39	29.4	75.4	20	51.3	Good ...	Satisfactory ...	Good ...	0	1
Cleveland, West ...	III.	57.1	480	360	18	17	10.5	58.2	4	22.2	Good ...	Quite fair ...	Very fair ...	0	3
Coomera, Lower ...	IV.	60.7	480	360	82	67	53.4	59.3	29	32.2	Very fair ...	Very fair ...	Very fair ...	None kn'wn	5
Coomera, Upper ...	IV.	63.8	540	360	41	28	27.0	67.4	15	37.5	Good ...	Hopeful ...	Good ...	0	0
Cooper's Plains ...	IV.	64.4	460	360	61	50	48.8	69.7	43	61.4	Very good ...	Very hopeful ...	Good ...	0	9
Coorparoo ...	V.	71.3	3,760	2,400	456	413	332.9	65.5	211	41.5	Good ...	Satisfactory ...	Very good ...	0	31
Hemmant ...	V.	60.9	800	720	64	50	40.3	68.3	37	62.7	Good ...	Fair ...	Fair ...	0	0
Loganholme ...	IV.	52.9	450	360	37	33	22.1	61.4	7	19.4	Very fair ...	Pretty fair ...	Fair ...	0	5
Lytton ...	IV.	67.7	450	440	73	63	55.2	72.6	45	59.2	Very fair ...	Hopeful ...	Good ...	1	9
Moreton Island ...	III.	61.1	477	0	13	8	11.9	74.6	10	62.5	Good ...	Very fair ...	Very fair ...	0	0
Mount Gravatt ...	III.	71.0	900	800	84	79	70.0	65.0	56	52.0	Good ...	Promising ...	Good ...	0	0
Nerang ...	IV.	57.9	480	480	71	60	58.1	69.2	35	41.7	Good ...	Very fair ...	Very fair ...	5	18
Pimpama ...	IV.	62.1	480	180	34	18	19.6	63.2	13	41.9	Good ...	Pretty fair ...	Moderate ...	1	6
Redland Bay ...	IV.	62.3	630	560	51	42	34.4	60.4	11	19.3	Good ...	Very fair ...	Very fair ...	0	8
Rocklea ...	IV.	65.4	720	640	85	58	50.2	57.0	31	35.2	Good ...	Promising ...	Very fair ...	0	6
Southport ...	IV.	62.2	900	800	142	70	116.6	69.3	63	37.5	Very fair ...	Very fair ...	Very fair ...	0	20
Tallebudgera ...	IV.	56.2	510	0	51	34	36.6	69.1	25	47.2	Good ...	Fair ...	Fair ...	3	19
Tingalpa ...	III.	58.3	594	462	48	45	38.3	79.8	28	58.3	Fair ...	Nearly fair ...	Pretty fair ...	1	4
Veresdale ...	IV.	61.9	640	384	61	48	41.5	71.6	23	39.7	Good ...	Very fair ...	Very fair ...	0	5
Waterford ...	IV.	63.4	842	906	122	105	92.4	72.2	62	48.4	Good ...	Very fair ...	Pretty good ...	0	16
Wellington Point ...	IV.	68.9	735	630	43	40	34.4	70.2	25	51.0	Good ...	Satisfactory ...	Very good ...	0	0
Yeronga ...	V.	65.3	1,329	980	205	162	132.0	56.9	63	22.8	Good ...	Hopeful ...	Good ...	0	65
PROVISIONAL SCHOOLS.															
Belivah ...	IV.	48.7	384	42	24	18	12.7	54.8	3	13.0	Very fair ...	Moderate ...	Pretty fair ...	4	10
Bromelton ...	IV.	53.1	300	100	19	11	14.1	56.4	5	20.0	Moderate ...	Fair ...	Fair ...	0	0
Brown's Plains ...	III.	43.6	432	216	15	13	11.2	46.6	10	41.7	Fair ...	Not promising ...	But very moderate	5	8
Bundall ...	IV.	54.6	480	0	22	19	13.5	58.8	1	4.3	Good ...	Promising ...	Very fair ...	0	1
Capalaba ...	IV.	54.1	450	400	33	20	27.2	69.7	18	46.2	Good ...	Fair ...	Fair ...	0	1
Caningera ...	...	...	...	Not Examined.	...	...	...	...	...	...	...	...	...	...	...
Caningera, Upper ...	...	...	...	Not Examined.	...	...	...	...	...	...	...	...	...	...	...
Cape Moreton ...	III.	51.1	540	280	15	11	11.0	78.8	13	92.9	Good ...	Fair ...	Fair ...	1	2
Christmas Creek ...	...	...	...	Not Examined.	...	...	...	...	...	...	...	...	...	...	...
Eight-mile Plains ...	IV.	57.6	350	175	19	14	16.5	71.7	12	52.2	Good ...	Hopeful ...	Fair ...	0	0
Graznow ...	IV.	54.7	540	0	19	14	14.0	66.7	6	28.6	Good ...	Fair ...	Fair ...	1	6
Kerry ...	...	...	...	Not Examined.	...	...	...	...	...	...	...	...	...	...	...
Knapp's Creek ...	IV.	52.1	364	182	23	20	15.4	59.2	9	34.6	Good ...	Very hopeful ...	Good ...	0	0
Logan Reserve ...	III.	44.5	312	81	34	24	18.2	56.8	14	43.8	Very fair ...	Indifferent ...	But poor ...	4	14
Logan Village ...	III.	62.8	360	0	39	31	28.1	68.6	19	49.3	Very good ...	Promising ...	Very fair ...	0	2
Maudsland ...	III.	54.7	336	168	27	22	13.5	53.9	3	12.0	Fair ...	Pretty moderate	Very moderate	3	11
Moondoolan ...	...	...	...	Not Examined.	...	...	...	...	...	...	...	...	...	...	...
Mount Cotton ...	III.	54.1	264	110	18	14	15.0	75.0	13	65.0	Good ...	Hopeful ...	Fair ...	0	0
Mudgeraba ...	III.	53.4	384	192	30	25	16.4	71.4	11	47.8	Good ...	Promising ...	Very fair ...	0	4



Table G—continued.

SCHOOLS IN ALPHABETICAL ORDER—continued.

Schools.	Highest Class.	Percentage of Results.	Accommodation in square feet.		Attendance.								Discipline.	General Condition.	Progress.	Children between the ages of 5 and 13, within 2 miles, who do not	
			Inside Floors.	Verandah Floors.	On Roll at Date of Inspection.	Examined.	Average for Quarter preceding Inspection.		Attended 4 days out of 5.		Attend any School.	Attend at least 60 days in each half-year.					
							Number of Pupils.	Percentage of Enrolment.	Number of Pupils.	Percentage of Enrolment.							
PROVISIONAL SCHOOLS—continued.																	
Nerang, Upper ...	IV.	51.2	283	168	45	30	305	64.9	22	46.8	Good ...	Pretty fair ...	Fair ...	0	0		
North Maclean ...	III.	53.6	312	144	25	15	200	69.0	16	55.2	Good ...	Very hopeful ...	Fair ...	0	5		
Norwell ...	III.	55.6	372	0	21	12	200	95.2	21	100.0	Only fair ...	Fair ...	Fair ...	0	0		
Pimpama Island ...	IV.	46.5	390	80	24	24	19.5	61.1	8	25.0	Good ...	Not quite satisfactory ...	Some ...	0	3		
Podonga ...	III.	59.5	240	0	28	23	17.5	64.8	6	22.2	Good ...	Very fair ...	Very fair ...	4	4		
Scrub Creek ...	IV.	61.0	1,100	0	18	12	14.8	70.4	13	61.9	Good ...	Promising ...	Good ...	6	6		
Stack's Creek ...	IV.	59.3	320	120	22	16	15.9	76.7	12	57.1	Good ...	Promising ...	Very fair ...	0	0		
Stockleigh ...	IV.	62.1	315	80	14	9	10.2	78.1	7	53.8	Good ...	Promising ...	Good ...	1	0		
Tambourine ...	...	...	Not	Examined.	...	...	...	...	...	...	...	...	...	...	...		
Teviot Junction...	IV.	53.7	264	132	20	18	12.8	71.1	5	27.8	Good ...	Hopeful ...	Very fair ...	0	5		
Thompson Estate ...	III.	65.1	2,205	118	203	161	111.1	57.3	104	53.6	Good ...	Very hopeful ...	Very fair ...	Not known	14		
SCHOOLS UNDER THE COLONIAL SECRETARY'S DEPARTMENT.																	
Dunwich ...	II.	52.2	240	0	13	13	11.0	78.6	13	92.9	Fair ...	Hopeful ...	Fair ...	0	0		
Lytton Stockade ...	III.	66.2	720	320	76	71	63.2	82.0	77	100.0	Good ...	Satisfactory ...	Good ...	0	0		
St. Helena ...	IV.	61.9	286	38	20	18	15.7	82.6	14	73.6	Good ...	Hopeful ...	Very fair ...	0	0		

The above table, in which are recorded the *highest* class, percentage of results, discipline, general condition, and progress of each school, gives a very fair idea of the proficiency of the several schools of this district, the *quantity* and *quality* of the attendance, the enrolment at the date of inspection, the number of pupils examined, the *average* attendance for the quarter preceding inspection, the *accommodation* in square feet—inside and verandah floors—and the number of children as reported by the teachers, whose education is wholly or partly neglected, are also set fully forth for every school.

In the general return teachers are expected to “state the number of children between the ages of five and thirteen residing within a radius of two miles who do not attend any school;” but in many instances, especially in Brisbane and suburbs, they are unable to furnish any information under this head, entries like the following being very common—“None that I am aware of,” “not known,” “none to my knowledge,” &c. Regarding pupils who are attending school, but who fail to make sixty attendances in six months, the information supplied is fuller, and 525 or 10.3 per cent. of the total enrolment have been returned under the latter head.

Five Roman Catholic schools in North Brisbane were fully inspected by me during the year, and including these schools, the enrolment, pupils examined, and the average attendance were respectively:—6,477—boys 3,336, girls 3,141; 4,867—2,494 boys, 2,373 girls; 4,411.2—boys, 2,287.3, girls 2,123.9.

Four boys—three from Woolloongabba (Boys), one of them taking *third* place among 150 competitors, and one from Coorparoo (Mixed)—were successful in gaining Grammar school scholarships at the annual examination held in last December.

In many countries, especially in the United States and Canada, kindergarten schools—intermediate between the nursery and school proper—are fast becoming a part of their public school systems, and even in the neighbouring colonies such schools have already been established, so that Queensland cannot much longer afford to be without the kindergarten; and, if only by way of experiment, one should be provided for Brisbane in the near future. In such schools, however, none but teachers of rare qualifications, with a genius for teaching superadded to careful training, can achieve success. The following are some of the advantages claimed for this system:—“The children trained by it are more submissive to school discipline; they are more intelligent, more exact observers, and grasp ideas more readily than others; they make greater progress in school work, especially in arithmetic, drawing, the sciences, and in the use of language to express their own ideas; and this kind of training, better than any other, leads directly to industrial education.”

Regarding the advisability of making “industrial education” a part and parcel of the ordinary school course, opinions differ widely. During the primary school course there seems to be no time available for the training of the pupils in industrial pursuits—without at least dropping many of the subjects now taught—but, at all events, in the secondary schools time now devoted to acquiring a mere smattering of different subjects, which in after life will not be of the least practical service, could very profitably be given to “manual training,” and no doubt the feeling is growing that we are confining our efforts too exclusively to intellectual instruction. The following extract from a Boston school report of some years ago is now more or less applicable to ourselves:—“It is thought that the tendency of the school is to give the pupils a distaste for manual occupation; that they are too much stimulated to persevere in their school studies by fallacious hopes of obtaining a livelihood in occupations which do not require manual labour. I am in favour of adapting all our educational systems and institutions to the actual wants of the community, and it strikes me that this question of industrial schools is at least worthy of careful investigation.”

I have, &c.,

D. C. MACGROARTY,  
District Inspector.

The Under Secretary, Education Department, Brisbane.



## EAST MORETON CENTRAL DISTRICT.

## REPORT OF MR. DISTRICT INSPECTOR SHIRLEY.

SIR,—I have the honour to submit a report on the inspection of schools in the East Moreton Central District during 1889, being my eleventh annual report.

## DISTRICT.

**LIMITS.**—The boundaries remained unchanged during the year. This district includes part of the city, the valley of the Brisbane from Redbank to Moreton Bay, and the Pine River basin.

**DUTIES.**—The actual work of inspection commenced on 9th April, prior to which I was employed in examining papers worked at the the Christmas examination of 1888, in reporting upon the quality of the answers, and in forming my annual return for the previous year.

**INSPECTION.**—Thirty-seven State schools, 10 Provisional schools, and 4 Roman Catholic schools were examined in detail; 2 State schools and 1 Provisional school were from various causes similarly examined a second time; and 18 schools received a second inspection.

**INQUIRIES.**—Complaints having been forwarded to the office concerning the head teachers at Sherwood and Stafford, and an assistant in the Central (Boys) School inquiries were held, resulting in the exoneration of the teacher in each case. The committees at Sherwood and Stafford assisted in these investigations.

**SCHOOLS.**—The following schools were in operation during 1889:—

State schools for Boys	...	...	...	...	...	3
" " " Girls	...	...	...	...	...	1
" " " Girls and Infants	...	...	...	...	...	2
" " " Infants	...	...	...	...	...	1
" " " Boys, Girls, and Infants	...	...	...	...	...	30
Provisional schools for Boys, Girls, and Infants	...	...	...	...	...	10

**SCHOOL CHANGES AND ADDITIONS.**—This year has been one of great activity in school construction and much has been done to bring the accommodation well abreast of the attendance. Boys' schools of improved construction and design were completed during the year at Petrie terrace and South Brisbane; the old buildings were handed over to the infant departments, which had been overcrowded for some time past. A school to accommodate 180 pupils was opened at Indooroopilly after the mid-winter vacation. A room with floor-space for 90 pupils was added to the rapidly increasing school at Bundamba Lower. The State school near the St. Lucia Estate was renamed the Indooroopilly Pocket School, to distinguish it from the one recently erected near the Railway Station. Samford and Bundamba Upper schools, from decrease of attendance, now rank as Provisional schools. Application for the establishment of a State school at Downfall Creek, on the Gympie road, was received from residents in that locality, and visits of inquiry were made 10th April and 4th June. This school is now in course of construction, and will be opened early in the new year.

## MATERIAL ORGANIZATION.

**SCHOOL-HOUSES.**—*State Schools.*—The following requirements were reported by teachers at the time of inspection:—

- Extra accommodation at Brisbane Central (Boys, Girls, and Infants), Ithaca Creek, Eagle Farm, German Station, Nudgee, Sandgate, and Zillmere.
- Repairs to floor, Bald Hills; roof, Indooroopilly Point; new veranda railing, Redbank.
- Painting at Bunya, Eagle Farm, and Redbank Plains.
- Furniture in lecture room, Brisbane Central (Boys).

The question of enlarging the school at Ithaca Creek has been considered, and will probably be dealt with; at German Station it will be unwise to move until the application for a school by residents near the Hamilton has been decided. Zillmere will be relieved by the opening of a school at Downfall Creek. The question of increased accommodation at Nudgee and the three Brisbane Central schools demands serious attention.

Before the end of the year additions to the schools at Eagle Farm and Sandgate were authorised; the repairs at Bald Hills and Indooroopilly Pocket had been made; and the buildings at Eagle Farm had been painted throughout.

**GROUNDS.**—*State Schools.*—The grounds at Blackstone have been fenced; the new Petrie Terrace Boys' School was the only unfenced building of this class at the date of inspection; at Redbank Plains the fences were undergoing repair during my visit. Damaged fences were reported at Enoggera, Nudgee, Redbank, Sandgate, and Sherwood.

*Provisional Schools.*—The grounds at Forbes Creek, Kobbie Creek, and Upper North Pine still remain unfenced.

**RESIDENCES.**—*State Schools.*—Nineteen teachers describe their residences as in complete repair. The requirements stated on the general return are usually of an unimportant nature; the principal are—new window frame to bedroom and repairs to chimney at Albany Creek; lining bedroom, Ashgrove; additions, Bald Hills; slight repairs to roof and floors, Brookfield; lining and ceiling rooms, Bundamba Lower and Upper; painting, Bunya, Eagle Farm, Redbank Plains, and Stafford; slight repairs, Nudgee, and Redbank; enlarging, Zillmere. Permission to incur expense, covering the smaller matters, was granted during inspection. On my second visit to Bald Hills the desired addition had been made, and the residence was reported as comfortable and convenient. At Eagle Farm, on a similar occasion, workmen were dealing with the matters reported above.

*Provisional Schools.*—Residences are provided at Moggill, Samford, and Samson Creek. The two former are departmental property, the last-named was erected by private effort. The house at Moggill has been put into fair repair, having been considerably damaged by white ant during the time the school was closed.

INTERNAL

## INTERNAL ORGANIZATION.

Table A.  
TEACHERS IN STATE SCHOOLS.

Status.	Males.		Females.	
	Head Teachers.	Assistant Teachers.	Head Teachers.	Assistant Teachers.
Class I. ... ..	5	0	1	0
Class II. ... ..	14	5	1	0
Class III. ... ..	11	24	2	45
Unclassified ... ..	3	2	0	4
Total ... ..	33	31	4	49

Table B.  
PUPIL TEACHERS IN STATE SCHOOLS.

Status.	Males.	Females.
Fourth Class ... ..	7	13
Third Class ... ..	3	17
Second Class ... ..	3	9
First Class ... ..	4	1
On Probation ... ..	1	3
Total ... ..	18	43

Table C.  
TEACHERS IN PROVISIONAL SCHOOLS.

Sex.	Have passed no stated Examination.	Have passed the Examination for admission as Temporary Teacher under the Department.	Have held rank as Classified Teacher under the Department.
Males ... ..	6	1	1
Females ... ..	2	0	0
Total ... ..	8	1	1

**STAFFS.—State Schools.**—Average attendance increased from 4818·8 in 1888 to 4967·8 in 1889. In the former year the school staffs comprised 112 adult teachers and 78 pupil teachers, giving an average of 25·4 pupils per teacher. In 1889 there were employed 64 adult male teachers, 53 adult female teachers, 18 male pupil teachers, and 43 female pupil teachers. Unclassified teachers show a decrease from 15 to 9, female classified teachers an increase of 5, pupil teachers a decrease of 17. The average number of pupils per teacher for 1889 is therefore 27·9, an increase of 2·4 per teacher for the year. As the proportion of pupil teachers to adult teachers is little more than one in three, this is a very moderate demand from each individual, and will permit of further increase per teacher.

Taken at the date of inspection, the average number of pupils per teacher differed very considerably in the various schools. Omitting staffs of one or two teachers it was 19·7 at Pine River North, 20·4 at Sherwood, and 20·9 at Eagle Farm, rising at the other extreme to 35·2 at Blackstone, 36 at Petrie Terrace (Boys), 37 Brisbane Central (Girls), and 41 Brisbane Central (Boys). These differences depend partly on the character and composition of a staff, but in some cases they required rectification. When visited for second inspection, the staffs at Sherwood and Pine River North had been reduced by one female assistant in each case.

**Provisional Schools.**—Ten schools of this class have an average attendance of 205·1 pupils, or 20·5 per teacher, differing little from the return for 1888. Only one teacher of this class came forward for examination at Christmas last, and there is little evidence among them of any strong desire for self improvement. It is a matter worthy of consideration whether these teachers should not be compelled to present themselves yearly for the temporary teachers' examination until successful.

Table D.  
ATTENDANCE OF PUPILS.

	State Schools.		Provisional Schools.		Total.		Grand Totals.
	Boys.	Girls.	Boys.	Girls.	Boys.	Girls.	Boys and Girls
On roll at end of quarter preceding inspection ...	3,963	3,273	173	139	4,136	3,412	7,548
Average attendance during quarter preceding inspection	2,807·9	2,159·7	113·7	91·4	2,921·6	2,251·1	5,172·7
Attended 4 days out of 5 in quarter preceding inspection	2,106	1,307	84	59	2,190	1,366	3,556
On roll at date of inspection ... ..	3,881	3,127	167	145	4,048	3,272	7,320
Examined ... ..	*3,150	*2,482	123	103	3,272	2,585	5,857

\* The number present at all during inspection.

**PUPILS.**—In the 37 State and 10 Provisional schools of the East Moreton Central District, there were enrolled 7,548 pupils, with an average attendance of 5172·7, or 68·5 per cent., showing a small increase on each item when compared with similar returns for the previous year. The number of



of pupils attending four-fifths of the school days also shows slight improvement, but does not yet equal 50 per cent. of the enrolment. Table G affords some curious contrasts under this head between neighbouring schools; at the Brisbane Central (Boys) School 66·7 per cent. of the pupils attend at least four days out of five; at the Brisbane Central (Girls) the percentage is 38·7, a difference of 28 per cent; Fig-tree Pocket returns 68·3 per cent.; Sherwood (on the opposite side of the Brisbane River) falls to 48·2; German Station shows 52·5 per cent. of regular attendants, while at Eagle Farm the numbers sink to 40·4 per cent.

Fifty-one pupils between the ages of 5 and 13 are returned as attending no school, and 439 others attend so badly as practically to deny themselves the advantages of a common school education. These returns are drawn almost solely from suburban and country schools. Head teachers of city schools cannot tell, under existing arrangements, whether pupils who leave them have ceased to attend school, or have merely transferred themselves to neighbouring institutions.

The schools at Bunya and Seventeen-mile Rocks have an average attendance of less than 25 pupils; the former may be regarded as already disrated, being taught by an unclassified teacher. At Terror's Creek an average attendance of 30 or over has been maintained for some time, and State school status having been accorded, the required equipment on this basis is being effected.

Table E.  
CLASSIFICATION OF PUPILS.

CLASSIFICATION OF PUPILS.											
Class.					On Roll at Date of Inspection.		Percentage of Enrolment.	* Examined.		Average Age of Pupils on Roll at Date of Inspection.	Average Proficiency in all Subjects expressed as a Percentage.
					Boys.	Girls.		Boys.	Girls.		
STATE SCHOOLS.											
Fifth	...	...	...	...	44	54	1·4	34	43	14·8	69·2
Fourth	...	...	...	...	535	297	11·9	440	248	12·8	65·3
Third	...	...	...	...	606	570	16·8	457	428	11·6	62·8
Second	...	...	...	...	1,218	984	31·4	948	805	9·7	61·0
First	...	...	...	...	1,478	1,222	38·5	1,069	860	7·2	62·1
PROVISIONAL SCHOOLS.											
Fifth	...	...	...	...	2	0	0·6	2	0	14·4	72·7
Fourth	...	...	...	...	14	12	8·3	12	8	12·8	56·2
Third	...	...	...	...	29	21	16·0	20	12	11·8	49·5
Second	...	...	...	...	56	52	34·6	38	41	9·9	50·4
First	...	...	...	...	66	60	40·4	50	42	6·6	53·9
Total	...	...	...	...	4,048	3,272	...	3,070	2,487	...	...

\* Present for oral examination.

CLASSIFICATION.—*State Schools.*—Comparing Table E, as given in this report, with the corresponding set of statistics for 1888, some very encouraging features may be noted. The percentage of pupils in the second, third, and fourth classes shows steady increase; the average age in each division is considerably less; and these pupils, although younger than their predecessors, have passed their examinations with greater credit. Five schools have a fifth class, an increase of two such divisions, but the proportion in this standard is identical with that of the previous year, and the attainments of pupils is less creditable. The percentage in the first class has again diminished. Of children enrolled throughout the colony in 1888, 43·2 per cent were in Class I., but in the East Moreton Central District the percentage for 1889 is 38·5. It is also worthy of note that the quality of the instruction is more uniform throughout the various sections, and that the class percentages approximate more than in former reports.

*Provisional Schools.*—The returns of classification in these schools prove that the quality of the teaching continues to improve, and that promotions are more general and more frequent. A greater proportion of the enrolment is found in senior classes; the average age has decreased in Classes I. and IV.; and the average class proficiency in all subjects is more creditable. The position of the Provisional school teacher is one which demands all possible support and encouragement from an inspector; but self-help is the best help, here as elsewhere; and only by a persistent course of private study can better rank be won in the service.

Table F.  
AVERAGE PROFICIENCY IN SUBJECTS OF INSTRUCTION.

Subject.	Average Proficiency as a Percentage.		
	State Schools.	Provisional Schools.	All Schools.
Reading	63·5	55·5	61·8
Object Lessons	57·1	45·9	54·7
Writing	73·6	69·9	72·8
Arithmetic	56·6	48·9	54·9
Drill	70·2	52·7	66·7
Vocal Music	55·3	34·4	51·8
Geography	65·8	50·1	62·6
Grammar	55·4	45·2	53·4
Derivation	58·3	49·0	57·1
Composition	66·9	63·0	66·1
History	57·2	60·0	57·3
Mechanics	48·3	40·0	47·8
Domestic Economy	...	...	...
Needlework	71·2	53·7	67·9
Home Exercises	67·4	50·9	65·6

Table



Table F shows the average proficiency in each subject of instruction. Placing it alongside a similar return for 1888 it will be seen that seven subjects are now more soundly taught, and that seven others exhibit slight retrogression. The one fact worth recording is the improvement in arithmetic. Assuming that the instruction is equal to that given in 1888, it must be remembered that this has been done with diminished staffs, and that the average age in three classes is less than before.

With regard to the selection of subjects, and the proportion of each subject per class, it appears unnecessary to discuss such matters at length in this report. Many important propositions concerning the excision, addition, or redistribution of subjects were made at the Inspectors' Conference of March, 1888, and are now *sub judice*.

Eleven years' experience as inspector in Queensland schools has convinced me that *Drill* is one of the most useful secondary subjects in our curriculum. In the first rank stand reading (with its adjunct object lessons), arithmetic, writing, grammar, and geography. Drill possesses a twofold value. In the school it is the special daily training in order and prompt obedience; it makes class changes steady and regular, and it is an important factor in securing and maintaining good discipline. The ease with which our large schools are handled, and the orderly bearing of pupils under examination, are considerably due to the fact that military training is given throughout the whole school course, in boys', girls', and infants' departments; but the teaching of drill is also of advantage to the State. In these countries of vast area and sparse population the labour of each worker is too valuable to permit of his withdrawal for lengthened military training. Attention was drawn in a former report to the military system of Switzerland. In that country drill is a compulsory subject in all schools and colleges; and it has been found possible, at a minimum of expense, by simple practical arrangements, to make "a well articulated army seem, at a signal, to spring from the ground in marching order; and what is more—march and manœuvre; and these soldiers would fight, if need were, after the fashion of their valiant forefathers." Similar organisation is possible here; and fearing lest drill in boys' schools should be sacrificed to the many demands for the insertion of new subjects, this means is taken to utter my protest.

Table G.  
SCHOOLS IN ALPHABETICAL ORDER.

Schools	Highest Class.	Percentage of Results.	Accommodation in square feet.		Attendance.						Discipline.	General Condition.	Progress.	Children between the ages of 5 and 13, within 2 miles, who do not		
			Inside Floors.	Verandah Floors.	On Roll at Date of Inspection.	Examined.	Average for Quarter preceding Inspection.		Attended 4 days out of 5.					Attend any School.	Attend at least 60 days in each Half-year.	
							Number of Pupils.	Percentage of Enrolment.	Number of Pupils.	Percentage of Enrolment.						
STATE SCHOOLS.																
Albany Creek	IV.	56.7	527	217	35	25	28.4	74.7	25	65.6	Good	Slight deterioration	Fair, but uneven	0	3	
Ashgrove	IV.	56.5	700	320	62	34	36.1	53.9	15	22.7	Very fair	Slowly improving	Appreciable	1	9	
Bald Hills	IV.	65.6	736	644	70	38	52.8	67.6	23	35.9	Very good	Very creditable	Steady and solid	0	12	
Blackstone	IV.	62.0	1,000	700	140	128	96.7	69.6	46	33.1	Very fair	Creditable	Fairly sound	1	8	
Brisbane Central (Boys)	V.	65.2	6,403	884	1,067	908	771.0	74.1	804	66.7	Excellent	Very creditable	Solid and even			
" (Girls)	V.	63.9	3,628	250	597	500	417.1	85.2	243	38.7	Excellent	Creditable	Steady		59	
" (Infants)	I.	73.0	2,692	943	401	332	312.6	86.4	224	47.5	Excellent	Highly creditable	Solid and even			
" Ithaca Creek	IV.	66.6	2,000	1,200	381	298	231.4	60.7	123	32.3	Very good	Very creditable	Steady and solid	3	36	
" Petrie Terrace (Boys)	IV.	64.1	3,000	1,700	285	203	180.1	69.8	143	55.4	Good	Creditable	Continuous, but uneven		8	
" Petrie Terrace (Girls and Infants)	IV.	65.4	4,345	784	432	411	336.4	69.0	204	41.8	Very good	Very creditable	Steady and sound		55	
" South Boys	IV.	68.9	3,142	1,912	278	233	190.0	68.5	138	40.6	Very fair	Barely creditable	Considerable, but uneven		18	
" (Girls and Infants)	IV.	67.9	3,440	1,696	504	427	360.4	61.5	263	44.9	Good	Very creditable	Steady and solid		63	
Brookfield	IV.	65.5	800	750	97	84	67.8	70.6	42	43.7	Very good	Very creditable	Solid and continuous	5	9	
Bundamba Lower	V.	70.2	2,680	1,939	270	221	185.6	72.4	116	43.0	Very good	Highly creditable	Sound and even	8	14	
Bundamba Upper	IV.	54.9	510	420	22	14	13.1	59.3	2	9.0	Good	Steadily improving	Very fair	1	1	
Bunya	III.	62.9	480	240	24	22	21.0	84.0	13	52.0	Very good	Creditable	Steady	0	0	
Eagle Farm	IV.	60.6	800	800	180	120	104.8	62.3	68	40.4	Fair	Creditable and improving	Steady	16	16	
Enoggers	IV.	65.7	1,580	824	75	67	54.1	62.2	42	48.3	Very fair	Very creditable	Steady and solid	3	16	
Figtree Pocket	IV.	62.2	510	690	40	31	30.9	75.3	28	68.3	Good	Creditable	Steady and even	0	3	
German Station	IV.	68.5	1,664	1,110	273	208	182.4	72.8	136	52.5	Very good	Very creditable	Steady and solid	1	26	
Goodna	IV.	63.2	1,020	510	148	128	108.6	70.5	60	39.0	Very fair	Creditable and improving	Steady	2	10	
Harrison's Pocket	IV.	62.9	450	400	38	34	35.4	84.5	38	90.4	Very good	Creditable and improving	Steady and sound	0	0	
Indooroopilly 1st	IV.	57.0	1,800	1,120	146	76					Very fair	Very promising from the creditable standard of attainments of pupils enrolled				
Indooroopilly 2nd	V.	61.9	1,900	1,120	192	139	131.1	69.0	91	48.0	Good	Creditable and improving	Fair, but uneven	0	0	
Indooroopilly Pocket 1st	IV.	67.2	720	280	44	12	33.8	62.6	19	35.2	Very good	Very creditable	Solid and continuous	0	0	
Indooroopilly Pocket 2nd	IV.	65.9	720	280	45	32	32.3	67.0	25	52.0	Very good	Very creditable	Steady and solid	0	0	
Myrtle	IV.	54.8	540	430	70	47	44.0	61.1	21	29.1	Moderate	Retrospective and disappointing	Slow and irregular	0	20	
Nudgee	IV.	54.4	496	496	79	60	61.0	77.2	54	68.3	Very fair	Slowly improving	Some little	0	0	
Oxley	IV.	68.5	920	960	94	78	70.3	71.6	59	62.7	Very good	Very creditable	Very steady and solid	0	2	
Pine River North	IV.	63.2	1,414	792	106	58	80.0	68.8	47	40.5	Very good	Creditable	Steady			
Pullen Vale	IV.	58.2	540	180	41	8	30.7	74.8	25	60.9	Very fair	Approaching creditable	Fairly sound and even	0	7	
Redbank	IV.	62.0	772	360	82	67	47.4	57.0	28	33.0	Very good	Creditable	Steady and sound	0	12	
Redbank Plains	IV.	62.1	654	456	57	40	34.0	60.7	11	19.6	Very fair	Creditable and improving	Steady	0	0	
Samgate	V.	65.6	1,630	965	261	179	188.6	67.4	79	28.5	Very good	Very creditable	Steady and solid			
Seventeen-mile Rocks	III.	48.9	540	420	31	29	21.7	80.0	15	55.5	Very moderate	Still unsatisfactory	Slow and irregular	0	0	

TABLE

Table G—continued.  
SCHOOLS IN ALPHABETICAL ORDER—continued.

Schools.	Highest Class.	Percentage of Results.	Accommodation in square feet.		On Roll at Date of Inspection.	Attendance.				Discipline.	General Condition.	Progress.	Children between the ages of 5 and 13, within 2 miles, who do not		
			Inside Floors.	Verandah Floors.		Examined.	Average for Quarter preceding Inspection.		Attended 4 days out of 5.				Attend any School.	Attend at least 60 days in each Half-year.	
							Number of Pupils.	Percentage of Enrolment.	Number of Pupils.						Percentage of Enrolment.
STATE SCHOOLS—continued.															
Sherwood	IV.	63.9	1,485	1,408	142	108	102.0	71.8	64	48.2	Very good	Creditable	Steady	0	0
Stafford	IV.	60.4	1,440	1,440	155	120	108.8	78.8	80	58.0	Very fair	Creditable	Very fair, but uneven	0	3
Warner	IV.	59.5	528	217	72	67	59.5	68.4	42	48.2	Very good	Creditable	Fair, but uneven	5	24
Zillmere	IV.	61.5	1,188	1,056	159	143	123.3	72.5	81	48.2	Very fair	Creditable	Steady and even	8	14
PROVISIONAL SCHOOLS.															
Forbes Creek	III.	55.9	216	108	18	16	14.8	82.0	9	50.0	Very good	Fairly creditable	Evident	...	...
Bumpybong	III.	53.2	240	72	17	15	13.0	78.4	9	52.9	Very fair	Slowly improving	Moderate	...	...
Kelron Upper	IV.	61.4	360	156	13	8	11.2	91.6	11	91.6	Very fair	Satisfactory	Moderate	0	0
Kobbe Creek	III.	45.7	336	112	37	24	20.0	57.0	8	24.2	Moderate	Still unsatisfactory	Slow and irregular	...	...
Mogill 1st	III.	48.9	648	0	28	12	22.3	79.6	15	53.6	Fair	Retrogressive	Very moderate	0	0
Mogill 2nd	V.	51.6	648	0	34	21	24.6	61.5	22	55.0	Very fair	Improving	Evident, but irregular	0	0
Bedcliffe	IV.	50.9	384	192	34	22	20.3	57.0	14	41.0	Good	Steadily improving	Very fair	0	0
Samford	IV.	52.6	480	480	24	18	14.7	56.5	5	19.0	Good	Retrogressive	Moderate	0	5
Samson Creek	III.	51.7	576	144	36	25	21.8	70.3	14	45.1	Very good	Steadily improving	Valuable	...	...
Terror's Creek	IV.	58.5	1,216	0	43	35	36.8	73.7	36	72.0	Good	Creditable	Steady	0	7
Upper North Pine	IV.	61.6	364	0	56	41	27.9	55.8	15	30.0	Very fair	Improving	Evident, but irregular	0	0

CONDITION AND PROGRESS.—In 34 State schools discipline ranges from *very fair* to *good*, in three others it is *fair*, *moderate*, and *very moderate*, respectively. Of 37 State schools, 32 have satisfactory reports under “General Condition,” and in 2 others improvement on last year’s form is evident. In 10 schools of this status the year’s progress is not regarded as wholly satisfactory, but from various causes this approaches culpability in two instances only.

For excellence of organization the Brisbane Central (Boys) stands pre-eminent, followed in order of merit by the Central (Infants), Central (Girls), Ithaca Creek, and Petrie Terrace (Girls and Infants). For generous treatment of pupils and lively interest in their training and welfare the schools at Brookfield, Bundamba Lower, German Station, Harrison’s Pocket, Oxley, Pine River North, and Sherwood deserve mention. The most accurate and intelligent reading was heard at the Brisbane Central (Boys), the best written and cleanest copy books were exhibited at Bunya, and the soundest arithmetic was the work of the Brisbane Central (Infants).

Taken as a body, the teachers of this district are earnest, industrious, and well qualified. Three years’ charge of inspection, extending to five years in one-third of the schools, has given sufficient data to justify the above statement. My dealings with pupils and teachers have been pleasant throughout, and I surrender the district with regret, feeling sure that I leave behind many friends.

I have, &c.,  
JOHN SHIRLEY,  
District Inspector.

The Under Secretary, Department of Public Instruction.

## WEST MORETON DISTRICT.

## REPORT OF MR. DISTRICT INSPECTOR ROSS.

Drayton, March, 1890.

SIR,—I have the honour to submit my General Report on the West Moreton District for the year 1889:—

## DISTRICT.

1. **LIMITS.**—This district includes the schools in Ipswich with those of Tivoli and Mount Crosby in the neighbourhood, those to the north-west of Ipswich as far as Nanango, those to the south-west as far as Mount Alford, and those adjacent to the South-western Railway from Ipswich to Murphy's Creek. These limits are substantially the same as for the preceding year.

2. **APPORTIONMENT OF TIME.**—The subjoined table shows the nature of the duties performed by me during the year 1889, and the time devoted to them:—

Reading and valuing examination papers	...	...	...	43½ days.
The preparation of my General Report	...	...	...	11 "
Attending the conference of inspectors, and correspondence in connection therewith	...	...	...	11 "
Leave of absence granted by the Minister	...	...	...	8½ "
The preparation of examination questions for the annual examination of teachers	...	...	...	4 "
The inspection of schools, holding inquiries, and reporting same	...	...	...	191½ "
Public holidays	...	...	...	12½ "
Presiding at annual examination of teachers	...	...	...	5 "
Total	...	...	...	287 days.

3. **INSPECTION.**—During the year 50 State schools, 21 Provisional schools, and 4 Roman Catholic schools not under the Department were inspected in detail. The South Laidley State School was inspected, by direction, a second time. Limestone Ridges Provisional School was closed at my first visit, but it was subsequently inspected. Eight of the largest State schools received second inspections, and casual visits were paid to three State schools and one Provisional school. At the second inspections the organization of the schools, the methods of instruction, the discipline, and the professional skill of the various members of the school staffs come more fully under review than is possible at the first visits, which are primarily devoted to a detailed examination of the different classes in the work done between ordinary inspections. The casual visits were made when on the way to or from other schools. The chief object of these visits was to ascertain if the particular schools visited were working in accordance with the time-tables and to inspect the records. During the year the pupil teachers' drawing class held in the Middle Ipswich Girls and Infants' School was also examined.

The new Provisional school at Bunburra, opened after the other schools in the neighbourhood had been inspected, and Roadvale State School, opened at the close of the year, were the only schools in the district that were not inspected during the year.

4. **SCHOOLS IN OPERATION.**—The schools in operation during the year or part of the year were:—

State schools for Boys only	...	...	...	...	...	3
" " Girls only	...	...	...	...	...	0
" " Infants only	...	...	...	...	...	0
" " Girls and Infants	...	...	...	...	...	3
" " Mixed	...	...	...	...	...	45
Provisional Schools	...	...	...	...	...	22
Roman Catholic Schools	...	...	...	...	...	4
Total schools of all kinds	...	...	...	...	...	77

5. **SCHOOL CHANGES.**—During the year the State Schools at Upper Tenthill and Helidon, in consequence of small attendances, have been disrated. They are now classed as Provisional schools. New State schools were opened at Laidley North, Roadvale, Ma Ma Creek, and at Lowood. The two former are new establishments, the two latter supersede Provisional schools. New Provisional schools have been commenced at Bunburra, Dundas, and Summerhill.

6. **PROJECTED CHANGES.**—The Provisional school at Thornton will shortly be superseded by a State school, the new buildings being nearly completed at the time of my visit. At Bunburra and Templin, in the neighbourhood of Dugandan, at Harrisville, at Coal Creek, near Esk, and at Round Mountain, a settlement midway between Laidley and Tarampa stations, inquiries were held respecting the establishment of new schools. State schools were recommended for Harrisville and Templin, and for the other places named recommendations were made favourable to the establishment of Provisional schools.

At Ipswich Middle (Girls and Infants), at Engelsberg, at Milora, and at Lower Tenthill investigations were held into charges made against teachers. At the two former schools the complaints were made against assistant teachers, and at the two latter against the head teachers. At Tenthill the charges were of so grave a character and were so thoroughly substantiated that the head teacher was dismissed the service. At the other schools the charges made broke down under investigation.

Detailed reports of all inspections, inquiries, and investigations, were forwarded to the ment.



## MATERIAL ORGANIZATION.

1. **STATE SCHOOLS.**—A gallery has been erected in the room occupied by the infants at Ipswich Middle School, and the room itself has been made brighter and more cheerful, but the accommodation provided for them at North and West Ipswich is not abreast of modern requirements. Since last inspection the school at Marburg has been considerably enlarged. At Dugandan, Milbong, and Harrisville, there was a deficiency of school places on the day of inspection; but the new schools to be built in the neighbourhood—viz., Templin, Roadvale, and Harrisville—will relieve the pressure at these schools. At Newtown, North and West Ipswich (Girls and Infants), West Ipswich (Boys), Lowood, Nanango, and Rosewood the inside floor space is barely equal to the usual attendance. Generally speaking, however, the school places provided in the schools of this district are quite in excess of ordinary requirements.

2. **REQUIREMENTS.**—The school house at Murphy's Creek is to be lined and ceiled; it needs both. The whole of the State school buildings at Nanango badly require painting. The South Laidley State School is greatly out of repair, but it is not desirable to expend money on the building. Since the opening of the North Laidley State School it is no longer central to the pupils in attendance. The Department is prepared to build a school higher up the Laidley Creek, and in a more central position, but the residents who live on both sides of the creek cannot be induced to agree to a common site. The closing of the old school might probably assist them in arriving at a decision. At many of the schools authority was given at the time of my visit to expend small sums in urgent repairs, but repairs necessitating a larger outlay were brought under the notice of the Department. With the exceptions already noted the State schools are in good repair. Nearly one-third of them are new or comparatively new buildings.

3. **PROVISIONAL SCHOOLS.**—These buildings are erected at the sole cost of the residents in the localities in which they are found. They are, therefore, the outcome of much effort and great personal sacrifice on the part of the struggling selectors who have to provide them. The Department supplies the material for teaching purposes and pays the salaries of the teachers, but it has no authority to contribute anything towards the cost of the buildings or furniture—a matter for deep regret. The school-houses at Blantyre and Mt. Flinders are of a wretched description, but with these exceptions the Provisional schools of this district are equal to those found elsewhere.

4. **FURNITURE.**—The furniture in State schools is generally satisfactory. Slate racks are not yet affixed to the desks in all schools, and even in some schools where they are found, they are practically useless owing to the aperture being too small. To be of any value, a slate should glide easily and smoothly either into or out of the rack, whereas either operation, in too many cases, requires main force. The schools are not yet supplied with a stool or chair for every teacher employed in them, although the circular memorandum (20-11-88) issued to head teachers implies that there is a sufficiency of such seats. A little effort on the part of the teachers themselves is all that is necessary to supply a deficiency of this kind. The light handy black-boards, now supplied by the Department, are a great improvement on the heavy, cumbersome things that are still found in some schools.

The furniture of some of the Provisional schools is very good, and some is by no means good, the forms and desks being of absurd heights and widths. The promoters of these schools would save themselves both trouble and expense if they would, before beginning to build, apply to the Department for suitable plans of school-houses and furniture.

5. **REQUISITES FOR TEACHING.**—It is seldom that there is found any deficiency in the supply of material for teaching purposes, either in State or Provisional schools. When such a deficiency does occur, the teachers of the schools in question are solely to blame. Some teachers overlook the fact that the presses are supplied to them for the storage of books and slates, but in the majority of the schools the material for instruction is carefully stored, and efforts are put forth to give the school-rooms as neat, cheerful, and bright an appearance as the means within the teachers' reach enable them to make them.

6. **GROUND.**—The grounds at Grandchester and Ma Ma Creek are unfenced. The former has remained in that condition for years, the latter is newly established as a State school. At Engelsburg and at Murphy's Creek slip rails do duty for double gates, but, with these exceptions, the school grounds are enclosed with good and substantial fences.

At some schools the grounds are only partially cleared, a condition of things that is not creditable to the teachers in charge. When an interest is taken in the matter by the head teacher, the work of clearing goes on apace, and voluntary help is forthcoming; but, judging from some of the entries on the general return, there are teachers who are patiently waiting till the Department undertakes the work for them.

The teachers at Harrisville and Pine Mountain are both deserving of special mention for the bright and gay flower beds which border the approaches to their schools. The former has continued the good work begun by his predecessor, but the latter has broken entirely new ground.

7. **OUTHOUSES.**—At Burnside there is no outhouse attached to the teacher's residence, and at the North Ipswich (Boys) the accommodation in this respect is insufficient. These buildings were found generally in good repair. When they were not so, and the necessary labour could be procured, authority was given at the time of my visit to have them put into repair. More care is now taken by teachers to keep those places clean and free from offensive smells, but too frequently attention has still to be called to unswept floors and choked urinals. Damage is sometimes caused to the down-pipe of the urinal by the more mischievous children kicking against it. This pipe should, in all cases, be securely boxed off, so as to render such damage impossible.

8. **WATER.**—All the schools in this district except those in Ipswich are well supplied with galvanised iron tanks. No complaints of any scarcity of water were made to me during the year. Water-cans, drinking cups, and wash-basins are supplied, in the first instance, by the Department; but it is naturally supposed that they will be replaced when worn out at the expense of those who use them. Some teachers take care of these things and properly use them, but it sometimes happens that the wash-basins are either not in the lavatory or they contain dirty water; and instead of the water for drinking purposes being drawn off from the tank into the water-can, the pupils are allowed to waste the water at the tap, and to swell the pool usually found in front of the tank.

9. **TEACHERS'**



9. **TEACHERS' RESIDENCES.**—A new residence is in course of erection at Fernvale. New kitchens and covered ways have been added at Blenheim and Rosewood. At Glamorgan Vale and at Milbong the brick chimneys were reported as more or less unsafe. The residence of the teacher at Walloon is to be enlarged. Much has been done during the last three years towards increasing the accommodation and adding to the comfort of the teachers' residences; but in the direction of lining and ceiling, and of providing fire-places in the sitting-rooms, much remains still to accomplish. In all cases where the residence is fenced off from the rest of the school grounds, a garden of some kind has been attempted; failing such a fence, a garden is doubtless a source of annoyance and vexation. Provisional school teachers are not usually supplied with residences. At Helidon, Postman's Ridge, and at Upper Tenthill, which were formerly State schools, there are good residences, and at Blantyre, Mount Crosby, and Mount Whitestone are residences provided at the cost of the residents, but they are of a poor description. Married men are appointed to these schools; at the remaining Provisional schools the appointments are held by single men or women.

#### INTERNAL ORGANIZATION.

1. **TEACHERS.**—The total number of teachers of the different grades employed in the State schools of this district for the quarters preceding inspection was 136. For the same periods the daily average attendance was 3,492.3. The number of pupils in daily average attendance was therefore 25.6. In 14 small country schools, where the attendance was too large for one teacher, and it was necessary to provide help of some kind, the average attendance for one teacher was at the rate of only 20.2. Deducting these, there remains for the rest of the district an average daily attendance of 27 pupils to each teacher. The teaching staff of the district is therefore strong, regarded on the basis of average attendance, stronger than is found elsewhere. It should be remarked that the average daily attendance is only another name for the mean daily attendance, which, especially in our schools, is much below the ordinary daily attendance. For many reasons, some of which are unknown in older countries, the attendance fluctuates from day to day, to what extent may readily be surmised when it is stated that the daily average attendance in the State schools of this district is only 65.4 per cent. of the enrolment. If the quality of the attendance were greatly improved, that is, if it were regular and constant, the average number of pupils taught by each teacher might be materially raised; but, as it is, if the present high standard of efficiency is to be maintained, it cannot safely be raised much higher.

2. **HEAD TEACHERS.**—The head teachers of this district are, with few exceptions, earnest, faithful, and efficient men and women. Many of them discharge their duties with an ability and enthusiasm worthy of all praise. Instances of indifference to their responsibilities or incompetence in the discharge of their duties very rarely occur, but when such cases are met with they are brought under the cognizance of the Department. The gravest feature in connection with the head teachers of this district is the fact that 40 per cent. of them are below the standard of second class, and the gravity of the situation is not lessened by the complacency with which they regard their position. At the late annual examination of teachers not one of those teachers presented themselves for examination with a view to obtain a higher classification.

3. **ASSISTANT TEACHERS.**—There are 37 classified assistants in this district. Three of these have reached the rank of second class, and two presented themselves at the late examinations for admission to this class. In too many cases, as soon as the pupil teacher has passed the examination for the status of classification, systematic study is disregarded, such study being no longer compulsory. As assistants they are sure of employment, and, to a certain extent, they are free to shape their own course. One can hardly wonder, therefore, if they indolently drift into a "rest-and-be-thankful" condition, as far as their professional qualifications are concerned. These young people pass from a state of pupillage when their education in the broader and wider sense has just begun, and they are, to a great extent, emancipated from all control as regards the preparation of themselves for their future profession at a period of their lives when they are least able to make a wise use of their freedom, and when they could, with least difficulty to themselves, pursue a course of higher study. Many complain that the examination for the second class is *too hard* for them, and probably it is for some of them, but it is not *harder* than the examinations for the same standing elsewhere. The standard might be lowered, but no real educational advantage, as far as the schools are concerned, would accrue from this course. The better plan would be to educate the young people up to the standard, and to educate them up to it before they marry and settle down as head teachers. The only machinery that will enable the Department to do this effectually is a training college. With such an institution there would be no break in the studies of our young people, and no period of stagnation. The pupil teacher, at the termination of his pupillage, would enter the training college, and continue his studies under the most favourable conditions—conditions to which he is fairly entitled, if he has to enter into competition with men who have enjoyed the advantages of a training college elsewhere. Our most pressing need is a training college.

4. **PUPIL TEACHERS.**—The education of the pupil teachers is by no means satisfactory, judging from the quality of the work done at the annual examination, even in such mechanical work as spelling and penmanship. The text books specified by the Department are more or less *crammed*, but the real work of education is, in many cases, largely neglected or badly performed. Some of the inefficiency of this work is probably owing to the unfavourable circumstances under which it is performed, and some to over anxiety on the part of head teachers to score high percentages for their pupil teachers. These young people are only entitled to receive instruction from their head teachers for an hour and a-half of each school day. Of this time not less than half must be before the regular school hours. All their private study must be carried on either after the exhausting labour of a day's teaching or early in the morning. They receive no teaching beyond professional guidance, nor are they allowed any time for private study during ordinary school hours. Head teachers have, therefore, to contend with many difficulties in carrying on the education of their pupil teachers. How necessary, then, it becomes that at the end of their course the pupil teachers should receive all the benefits derivable from a lengthened residence in a training college.

5. **PROVISIONAL SCHOOL TEACHERS.**—During last year many changes were made amongst the Provisional school teachers. All have had some experience in teaching and are, with a few exceptions, discharging their duties conscientiously.

Table A.  
TEACHERS IN STATE SCHOOLS.

Status.	Males.		Females.	
	Head Teachers.	Assistant Teachers.	Head Teachers.	Assistant Teachers.
Class I. ....	2	0	0	0
Class II. ....	23	2	5	1
Class III. ....	18	5	0	29
Unclassified ...	2	1	0	8*
Total ...	45	8	5	38

\* Seven of these are the Wives of Head Teachers who act as assistants at reduced salaries.

Table B.  
PUPIL TEACHERS IN STATE SCHOOLS.

Status.	Males.	Females.
Fourth Class ...	4	9
Third Class ...	5	3
Second Class ...	5	5
First Class ...	2	3
On Probation ...	1	3
Total ...	17	23

Table C.  
TEACHERS IN PROVISIONAL SCHOOLS.

Sex.	Have passed no stated Examination.	Have passed the Examination for Admission as a Temporary Teacher.	Have held the rank of Classified Teachers under the Department.
Males ...	6	4	1†
Females ...	5	5	0
Total ...	11	9	1

† A new arrival who has been classified provisionally.

6. ATTENDANCE.—Table D shows that the total enrolment for the quarter preceding inspection was 5,730, and that the average attendance for the same period was 3,854.5, or 67.3 per cent. of the enrolment. The number of pupils who attended school 4 days out of 5 for the same period was 2,498, or 43.6 per cent. of the enrolment. The number of pupils examined was 4,254, or 74.4 per cent. of the enrolment. There is an increase over the preceding year of 403, or 7.6 per cent., in the enrolment; 287.8, or 7.5 per cent. in the average attendance; 194, or 8.4 per cent. in the number attending 4 days out of 5; and of 206, or 5 per cent., in the number examined. There is, therefore, a gratifying improvement both in the *quantity* and *quality* of the attendance.

The most depressing feature in connection with the attendance is the comparatively small number of pupils, 43.6 per cent., who attend school 4 days out of 5. Hardly less depressing is the fact that the average attendance is only 67.3 per cent. of the enrolment. These percentages do not greatly vary from year to year, so that it appears hopeless to expect any radical improvement with existing appliances. The only other remedy, as far as I see, is compulsory attendance, and that of a more stringent character than is contemplated by the Education Act.

As attendance at the primary schools is the only means of education within the reach of the larger proportion of our children, it becomes imperatively necessary that the State should insist on their being utilised to their fullest extent. Columns 9 and 11 of Table G show respectively the percentage of enrolment and percentage of pupils who attend 4 days out of 5 at each school in the district.

7. CLASSIFICATION.—Table E gives the classification of the pupils in both State and Provisional schools, the percentage of the enrolment in each class, the number examined in each class, the average age of pupils in each class, and the average proficiency in all subjects expressed as a percentage in each class. In State schools the highest class is a fifth in 6 schools; a fourth in 28 is the highest; and in 16 the highest is a third. In Provisional schools a fourth class is the highest in only 2 schools; a third is the highest in 14 schools; a second in 4 schools; and in 1 school, lately opened, a first is the highest.

Column 4 of Table E shows a slight improvement in the percentage of enrolment in all classes; the most marked improvement is in the first class. The percentage of pupils in the first class last year was—in State schools, 44.7; in Provisional schools, 55.4. The increases in the fifth and fourth classes are, however, still far below the standard which all interested in the welfare of our schools desire to see them. But till pupils attend more regularly, and are compelled to attend till they have reached a higher standard than the third class, the percentage of pupils in the fourth and fifth classes will not greatly improve.

Pupils are now found more generally classed in accordance with Schedule V., so that adverse criticism in this respect is seldom called for in State schools. Newly appointed Provisional school teachers commit many vagaries in their efforts at classification, the tendency being to multiply classes and drafts to absurd lengths. All teachers single-handed, both in State and Provisional schools, should not attempt more than four drafts, unless otherwise directed.

8. PROFICIENCY.—



S. PROFICIENCY.—Comparing column 8 of Table E with the corresponding column of last year's report, a very gratifying improvement in average proficiency is discernable in all the classes, both of State and Provisional schools. The improvement is mainly attributable to improved methods of working. The average percentage of all results obtained by each school in the district is given in column 3 of Table G.

Table D.  
ATTENDANCE OF PUPILS.

	State Schools.		Provisional Schools.		Total.		Grand Total.
	Boys.	Girls.	Boys.	Girls.	Boys.	Girls.	
On roll, end of quarter preceding inspection ... ..	2,670	2,512	285	263	2,955	2,775	5,730
Average attendance for quarter preceding inspection ...	1,839.0	1,653.3	186.5	175.7	2,025.5	1,829.0	3,854.5
Attended four days out of five for quarter preceding inspection	1,222	1,035	129	112	1,351	1,147	2,498
On roll at date of inspection ... ..	2,510	2,380	277	240	2,787	2,620	5,407
Examined ... ..	2,033	1,852	196	173	2,229	2,025	4,254

Table E.  
CLASSIFICATION OF PUPILS IN STATE AND PROVISIONAL SCHOOLS.

Class.					On Roll at the date of Inspection.		Percentage of Enrolment.	Examined.		Average Age of Pupils on Roll at the date of inspection.	Average Proficiency in all Subjects expressed as a percentage.
					Boys.	Girls.		Boys.	Girls.		
STATE SCHOOLS.											
Fifth	...	...	...	...	41	31	1.5	38	25	14.0	66.8
Fourth	...	...	...	...	192	153	7.0	153	122	13.2	64.2
Third	...	...	...	...	366	392	15.5	278	297	12.0	64.1
Second	...	...	...	...	821	812	33.4	673	645	9.8	64.7
First	...	...	...	...	1,090	992	42.6	891	763	7.2	65.1
Total					2,510	2,380	100.0	2,033	1,852	...	...
PROVISIONAL SCHOOLS.											
Fourth	...	...	...	...	6	2	1.6	6	2	13.8	60.4
Third	...	...	...	...	39	47	16.6	27	35	12.5	59.3
Second	...	...	...	...	105	86	36.9	79	58	9.9	59.3
First	...	...	...	...	127	105	44.9	84	78	7.1	57.1
Total					277	240	100.0	196	173	...	...

9. DISCIPLINE.—In Table G, column 12, the character of the discipline in each school in the district is briefly described. In general terms it may be said that the discipline is, on the whole, very satisfactory. The government is generally of a genial character, but sufficiently firm and effective in securing good working conditions.

10. RECORDS.—More attention is now paid than formerly to the keeping of the school records. In seven State schools the roll books were reported incomplete; in four they were reported inaccurate; in two they were reported both incomplete and inaccurate; and, in Lower Tenthill, the entries immediately preceding inspection were reported unreliable. In three Provisional schools the entries were both incomplete and inaccurate. The omissions and inaccuracies, except at Lower Tenthill, were of a trifling character, if any errors may be so described, but they were such as clearly indicated carelessness on the part of the teachers concerned. In the larger schools a practice has sprung up of head teachers handing over the registration part of the records to their assistants, and of holding them responsible for the proper keeping of them. This undoubtedly is a very free rendering of the general instruction which states, "head teachers are expected to give their assistants and pupil teachers an *insight* into the keeping of the records and the filling up of the returns." The instruction certainly does not empower head teachers to delegate the whole of the registration to their subordinates; but where such a practice prevails frequent and rigid tests should be applied by the head teachers who alone are responsible to the Department for the proper keeping of all records. There are in the work book two defects that are often noticeable, and that greatly interfere with the usefulness of that record. The chief defect is the absence of definiteness or precision in the statements of the work proposed to be done, and the other, scarcely less important, is the paucity of the entries recorded by head teachers concerning the work *actually* done and *tested* by themselves. All teachers who wish to make the work book a really valuable record are supplied by the Department with sufficient information to enable them to do so.

11. INSTRUCTION.—A steady improvement in the methods of teaching is observable, especially among the junior teachers. Much of this is due to the benefits derived from criticism lessons, which are regularly given at all the larger schools in the district. When these are properly conducted, and are made to embrace, as they should do, all the branches of instruction, there is within the reach of head teachers no better means of training their subordinates to do their work intelligently and efficiently. When a young teacher has his faults pointed out to him in a kindly spirit, and is shown how he may avoid them, he cannot fail to profit by such hints. There is a danger, perhaps more real than apparent, incidental to these lessons—that the head teacher may become the critic, rather than the guide and friend, of his subordinates.

Both assistants and pupil teachers deserve commendation for their diligence and attention to their school duties.

Reading.—



*Reading.*—In Table F the average proficiency for reading is, in State schools, 65.2 per cent., and in Provisional schools, 61.6 per cent. In State schools the percentage varies for this subject from 81 to 54, and in Provisional schools from 72 to 47.6. These percentages, however, cover not only reading proper, but spelling, meanings of words, comprehension of subject-matter of lessons read, and the recitation of the poetry of the reading books. As regards the style of reading, little further improvement need be looked for till the teachers are supplied with a set of books better adapted for teaching expression and emphasis. Spelling is too much restricted to the words occurring in the reading lessons, but, within these limits, it is usually well done. Ordinary words outside their lessons, however, generally meet with blundering treatment. The meanings of individual words are usually fairly well taught, but hardly as much can be said in regard to the subject-matter of the lessons read. If good work is to be done in this branch more previous preparation on the part of the teachers is absolutely necessary. All that can be said regarding the recitation of poetry is—that the poetry is committed to memory and repeated with tolerable accuracy. The best recitation is usually found in the lower second class, where the poetry of the reading books is more suited to the intelligence of the pupils than it is in those of the higher classes.

*Object Lessons.*—There is a decided improvement in this branch of education. The lessons are given with greater skill, specimens are more frequently exhibited during the lessons, and there is now a more apparent effort made to cultivate the intellectual faculties of the pupils. A great drawback to these lessons, however, is, that they are all taken, in all the schools, from the "Notes of Lessons Books," a practice that robs them of freshness and originality.

*Writing.*—In a large proportion of the schools writing is better taught than formerly, and it is almost as well taught in the Provisional as in the State schools. Occasionally, however, when the teacher is unaided, or inadequately assisted, it is left to take care of itself.

*Arithmetic.*—In State schools the average proficiency, Table F, for this branch is 61.2 per cent., which is an increase of 3.7 per cent. over that of last year. In Provisional schools the results are substantially the same as last year. Mental arithmetic, problems, and higher rules are the weak points. When mental arithmetic is intelligently taught, that is, when the exercises given cover the ordinary arithmetical transactions of everyday life, failure in problems is impossible. Mental arithmetic is, and always should be, the introduction to slate work in problems of all kinds. In the higher rules it is frequently found that the principles underlying the rules are not understood. When a rule has been explained, and illustrated on the black-board, considerable practice should be afforded in *typical* examples, carefully selected or prepared by the teacher himself. Indiscriminate practice, started too soon after a new rule has been learnt, only leads to hopeless confusion and bewilderment. The preparation of suitable examples may be, and perhaps is, irksome to some teachers; but its value, either as regards culture or progress, is immensely greater than the common practice, a practice fitly denominated the "card trick." Judiciously used, the arithmetical cards supplied by the Department are beneficial, but the worn, dingy appearance they usually present, justifies the belief that they are used to an extent never contemplated; and there can be little doubt that to this unwise use of them some at least of the indifferent work in practical arithmetic is to be attributed.

*Drill.*—This branch is on the whole well taught, and it is a great help to the teacher in securing habits of sharp obedience to command during ordinary school work.

*Music.*—This branch is best taught, even where the old notation is used, by those teachers who have an acquaintance with the tonic sol-fa system.

*Geography.*—There is a slight improvement in this branch on the average results obtained last year. Mathematical and physical geography are not well taught. The former is a very difficult subject for fourth class pupils. Tides and currents also, included under the head of physical geography, are difficult subjects to handle before children who have never seen the sea. For inland children, at least, "the waters of the land and the phenomena to which they give rise," would offer a more interesting field of inquiry. Definitions are better taught, and more attention is paid to location and to topography; but little use appears to be made of the principles of analogy and contrast in teaching descriptive geography. When a country has been studied the pupils are allowed to forget all about it. If geography were taught on the contrast and analogy principle the pupils would continually be called upon to compare or to contrast the features of one country with those of another, and not only would they derive advantage from the intellectual exercise, but the knowledge previously gained would be continually laid under contribution, and would thus become a permanent possession. Parallels and meridians too seldom appear in the maps drawn by the upper classes.

*Derivation.*—In some schools this branch is well taught, but, generally speaking, the teaching is of a most mechanical description.

*Composition.*—This branch is, on the whole, very fairly taught; more attention, however, should be paid to written spelling and writing poetry from memory.

*History.*—In one school only was the mark good awarded, and in only six very fair. In most of the schools where it is taught the teaching is too mechanical, and is calculated to give the pupils a distaste for the after study of this really interesting subject.

*Mechanics.*—This branch is taught only in fifteen schools, and in these the time might be more profitably devoted to mensuration or higher arithmetic.

*Domestic Economy.*—This branch is fairly well taught in twenty schools to girls only. The early chapters of the text-book should be omitted. To know the component parts of the different articles of food might safely be left over till some knowledge of cooking has been obtained.

*Needlework.*—Next to penmanship, this is the best taught of all the branches of education. The girls in our schools are not taught knitting, it having been omitted from the schedule, but there seems no reason why it should not be included in the new schedule about to be issued.

*Home Exercises.*—The home exercises are generally neatly done and carefully corrected. In some schools, however, the exercises set are too long, and, in others, work of a more intelligent and practical character could easily be found.

*Drawing* is not yet taught in our schools, but there is a reasonable prospect that it will soon be added to the list of subjects taught.

TABLE



**Table F.**  
**AVERAGE PROFICIENCY IN SUBJECTS OF INSTRUCTION.**

Subjects.	Average Proficiency as a Percentage.		
	State Schools.	Provisional Schools.	All Schools.
Reading ...	65.2	61.6	64.2
Object Lessons ...	57.7	48.0	54.9
Writing ...	74.9	73.4	74.4
Arithmetic ...	61.2	57.4	60.1
Drill ...	67.7	61.0	65.8
Music ...	53.2	32.1	46.1
Geography ...	59.3	54.3	57.9
Grammar ...	56.5	50.3	54.4
Derivation ...	68.4	65.6	67.7
Composition ...	66.2	65.9	66.1
History ...	55.9	...	55.9
Mechanical Powers ...	55.8	...	55.8
Domestic Economy ...	61.2	*60.0	61.1
Needlework ...	73.2	72.4	73.0
Home Exercises ...	73.6	59.7	68.7

\* Taught in only one school.

Table F gives the average percentage of marks for each subject in both the State and Provisional schools of this district. It is gratifying to find that in all subjects except music and domestic economy in State schools, and home exercises in Provisional schools, there is an improvement on the results obtained last year, the most marked improvement being in grammar.

The following schools are deserving of special mention for the excellence of the administration, high moral tone, and general efficiency:—Ipswich Middle (Girls and Infants), Newtown, Mount Walker, Teviotville, Rosewood, Kircheim, Minden, Ebenezer, Hatton Vale, Milora, Nanango, Murphy's Creek, and Plainland.

**Table G.**  
**SCHOOLS IN ALPHABETICAL ORDER.**

Schools.	Highest Class.	Percentage of Results.	Accommodation in square feet.		Attendance.						Discipline.	General Condition.	Progress.	Children between the ages of 5 and 13, within 2 miles, who do not		
			Inside Floors.	Verandah Floors.	On Roll at Date of Inspection.	Examined.	Average for Quarter preceding Inspection.		Attended 4 days out of 5.					Attend any School.	Attend at least 60 days in each half-year.	
							Number of Pupils.	Percentage of Enrolment.	Number of Pupils.	Percentage of Enrolment.						
STATE SCHOOLS.																
Alfred ... ..	IV.	60.4	480	495	51	48	34.9	65.8	14	26.4	Very fair; firmer and more effective	Fair ... ..	Very fair ...	0	6	
Ashwell ... ..	III.	67.7	680	578	79	77	56.1	59.6	38	40.4	Very good ...	Very satisfactory ...	Very creditable	1	6	
Biarra ... ..	III.	57.9	560	448	40	35	31.9	74.3	35	81.3	Very good ...	Satisfactory ...	Satisfactory ...	0	0	
Blenheim ... ..	III.	65.7	900	360	61	46	41.2	58.8	27	38.5	Good ... ..	Satisfactory ...	Sound ... ..	0	11	
Burnside ... ..	IV.	56.8	440	336	61	41	36.2	57.4	20	31.7	Very fair ...	Improving ...	Fair on the whole	1	9	
Dugandan ... ..	IV.	64.9	1,020	816	153	123	99.5	67.2	55	37.1	Good ... ..	Healthy ... ..	Good ... ..	0	7	
Ebenezer ... ..	III.	70.7	480	420	45	43	44.7	70.9	37	58.7	Very good ...	Highly satisfactory ...	Good ... ..	0	0	
Engelsburg ... ..	IV.	64.2	969	844	124	79	72.1	58.6	36	29.2	Fair ... ..	Fairly satisfactory ...	Satisfactory ...	0	30	
Esk ... ..	III.	65.8	825	650	108	75	78.0	64.4	50	41.3	Very good ...	Approaching satisfactory	Satisfactory ...	0	3	
Fernvale ... ..	IV.	60.6	900	840	66	50	45.4	69.7	32	49.2	Good ... ..	Satisfactory on the whole	Creditable ...	0	0	
Gatton ... ..	III.	62.3	800	640	37	27	29.0	65.9	24	54.5	Good ... ..	Satisfactory ...	Creditable ...	0	9	
Glamorgan Vale ... ..	IV.	63.6	960	960	62	50	37.7	50.9	14	18.9	Very fairly effective	Approaching satisfactory	Creditable ...	0	15	
Grandchester ... ..	IV.	67.6	648	504	43	21	36.7	73.4	25	50.0	Good ... ..	Satisfactory ...	Very creditable	7	9	
Harrisville ... ..	IV.	66.4	648	576	93	64	68.8	74.7	49	53.2	Good ... ..	Very satisfactory on the whole	Good ... ..	0	0	
Hatton Vale ... ..	III.	69.4	680	510	73	57	50.9	65.2	33	42.3	Very good ...	Approaching satisfactory	Good ... ..	5	5	
Ipswich East (Boys) ...	V.	61.1	2,400	480	160	122	117.7	70.0	85	50.6	Greatly improved since last inspection	Satisfactory on the whole	Satisfactory on the whole	*	3	
Ipswich Middle (Girls and Infants)	V.	63.4	5,705	...	438	355	323.0	69.3	210	45.0	Excellent in senior classes, good in junior, very fair in infant section	Satisfactory ...	Creditable ...	*	46	
Ipswich, Newtown ...	IV.	68.7	1,559	618	229	201	181.3	74.6	61	30.9	Excellent ...	Very satisfactory ...	Very good ...	0	30	
Ipswich North (Boys) ...	V.	61.4	2,200	2,336	187	157	144.6	67.7	80	37.5	Good ... ..	Very fairly satisfactory	Creditable ...	1	11	
Ipswich North (Girls and Infants)	V.	60.0	2,028	1,086	324	258	209.7	65.1	125	38.8	Good ... ..	Satisfactory ...	Very fair ...	*	38	
Ipswich West (Boys) ...	V.	64.3	1,020	408	156	131	111.6	60.7	80	50.0	Very fair ...	Healthy and progressive	Very creditable	*	40	
Ipswich West (Girls and Infants)	V.	66.4	1,080	1,140	226	173	175.5	73.1	133	55.4	Good ... ..	Healthy ... ..	Good ... ..	*	37	
Kirchheim ... ..	IV.	69.0	768	576	95	91	75.5	78.6	65	67.7	Very good ...	Highly satisfactory ...	Good ... ..	2	2	
Laidley, North ... ..	IV.	62.8	1,380	792	111	103	80.2	59.8	45	33.5	Fairly effective	Fairly satisfactory ...	Fair ... ..	4	0	
Laidley, South ... ..	IV.	59.8	648	741	73	34	46.8	55.7	21	25.0	Very fair ...	Fair ... ..	Very fair on the whole	0	0	
Lowood ... ..	III.	59.3	540	210	79	56	52.8	68.3	46	59.7	Fair ... ..	Fair on the whole	Fair on the whole	9	11	
Marburg ... ..	IV.	63.0	918	816	125	104	76.2	60.1	59	45.3	Very mild, only fairly effective	Fairly satisfactory ...	Satisfactory ...	0	17	
Ma Ma Creek ... ..	III.	64.4	600	360	58	41	39.4	62.5	22	34.9	Good ... ..	Healthy and progressive	Very creditable	4	0	
Milbong ... ..	IV.	65.6	480	135	68	56	54.7	...	31	...	Good ... ..	Very satisfactory ...	Good ... ..	8	8	
Milora ... ..	IV.	67.5	775	300	69	50	53.6	...	37	...	Good ... ..	Very satisfactory ...	Good ... ..	1	3	
Minden ... ..	III.	71.0	620	465	65	59	53.0	80.3	47	71.2	Very good ...	Highly creditable ...	Good ... ..	5	6	
Mount Brisbane ... ..	III.	56.9	512	...	47	44	33.5	58.7	12	21.0	Very fair ...	Moderately satisfactory	Pretty fair on the whole	0	2	

\* Teachers are unable to certify.

TABLE

Table G—continued.  
SCHOOLS IN ALPHABETICAL ORDER—continued.

Schools.	Highest Class.	Percentage of Results.	Accommodation in square feet.		Attendance.								Discipline.	General Condition.	Progress.	Children between the ages of 5 and 13, within 2 miles, who do not	
			Inside Floors.	Verandah Floors.	On Roll at Date of Inspection.	Examined.	Average for Quarter preceding Inspection.		Attended 4 days out of 5.		Attend any School.	Attend at least 60 days in each half-year.					
							Number of Pupils.	Percentage of Enrolment.	Number of Pupils.	Percentage of Enrolment.							
STATE SCHOOLS—continued.																	
Mount Walker	III.	76.3	510	270	62	51	43.5	65.9	16	24.2	Very good	Highly satisfactory	Very good	0	4		
Murphy's Creek	IV.	65.7	736	644	56	55	44.6	78.2	36	63.1	Good	Very satisfactory	Good	0	2		
Nanango	IV.	67.2	672	336	76	69	59.0	78.6	51	68.0	Very good	Very satisfactory	Highly creditable	3	1		
Normanby	IV.	62.4	510	690	55	45	39.2	64.2	25	40.9	Very fair	Fair	Satisfactory on the whole	0	5		
Peak Mountain	IV.	62.8	850	350	80	71	73.8	84.8	70	80.4	Good	Satisfactory	Satisfactory on the whole	0	0		
Pine Mountain	IV.	64.3	909	880	92	65	45.2	47.5	11	11.5	Very fair in senior class, very good in infant section	Satisfactory on the whole	Creditable	0	11		
Plainland	III.	67.5	612	544	63	50	43.5	64.9	25	37.3	Good	Satisfactory	Satisfactory	0	0		
Purga Creek	III.	60.2	480	480	38	31	26.4	71.3	17	45.9	Very fair, greatly improved	Approaching satisfactory	Fair	6	7		
Roadvale†	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...		
Rosevale	III.	64.2	618	560	71	61	45.4	61.3	26	35.1	Not quiet enough, wanting in briskness	Fairly satisfactory	Very fair on the whole	1	0		
Rosewood	IV.	66.6	800	910	116	109	97.4	74.9	95	73.0	Very good	Very satisfactory	Good	0	20		
Tallegalla	III.	65.2	542	496	59	55	40.9	68.1	42	70.0	Good	Satisfactory	Very creditable	3	0		
Tarampa	IV.	65.5	720	576	61	56	46.8	65.9	28	39.4	Good	Approaching satisfactory	Very fair	14	11		
Tent Hill, Lower	IV.	52.5	480	240	56	17	43.1	66.3	23	35.3	Very fair	Moderate	Doubtful	0	0		
Teriotville	IV.	69.9	846	376	92	85	71.6	68.8	32	30.7	Very good	Highly creditable	Good	0	0		
Tivoli	IV.	59.3	800	640	99	66	62.7	64.6	26	26.8	Fair	Fairly satisfactory	Very fair	0	0		
Walloon	IV.	66.5	1,231	1,280	95	77	76.0	76.7	60	60.6	Good	Highly creditable	Sound	0	11		
Warrill Creek	IV.	67.5	612	272	50	33	22.0	50.0	11	25.0	Very good	Generally satisfactory	Good	3	10		
Wivenhoe	III.	59.5	540	210	23	17	17.0	54.8	12	38.7	Very good	Satisfactory	Very fair on the whole	1	9		
PROVISIONAL SCHOOLS.																	
Atkinson's Lagoon	III.	55.1	280	140	20	19	17.8	89.0	17	85.0	Very fair	Approaching fair	Fair	0	0		
Blantyre	III.	57.5	264	100	36	18	31.8	70.6	33	73.3	Good	Fairly satisfactory	Fair on the whole	2	10		
Bamburnat	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...		
Clarendon	III.	63.4	288	144	25	16	16.3	65.5	13	52.0	Good	Satisfactory	Satisfactory	0	2		
Dundas	III.	58.2	240	...	19	19	13.5	75.0	14	77.7	Good	Fairly satisfactory	Satisfactory since the opening of the school	0	0		
Fairview†	IV.	56.0	300	140	22	20	17.0	77.2	13	59.0	Very fair	Pretty fair on the whole	Good in upper classes, very indifferent in the 1st class	0	0		
Five-mile Water	III.	59.5	300	...	15	15	12.4	65.2	6	31.6	Good	Fairly satisfactory	Very fair	0	0		
Flagstone Creek	III.	58.2	540	240	17	7	10.0	55.5	5	27.7	Very fair	Fair	Probably fair; attendance on day of inspection very small	0	0		
Heidon	IV.	60.4	496	403	36	23	26.1	63.6	14	34.1	Good	Greatly improved since last inspection	Creditable on the whole	3	2		
Limestone Ridges	III.	58.8	320	180	22	20	14.2	71.0	10	50.0	Good	Fairly satisfactory	Fair on the whole	1	1		
Milford	II.	57.9	336	144	52	35	36.8	69.4	18	33.9	Good	Fair	Fair	0	10		
Mount Alfred	III.	60.5	394	168	19	15	11.3	56.5	7	35.0	Good	Satisfactory on the whole	Creditable	0	0		
Mount Berryman	II.	61.8	432	120	17	10	11.8	69.4	7	41.1	Good	Fairly satisfactory	Fair	0	2		
Mount Crosby	III.	64.8	308	...	23	20	17.1	71.2	14	58.3	Very good	Satisfactory	Creditable	0	3		
Mount Flinders	III.	59.5	120	...	6	6	5.6	93.3	4	66.7	Good	Fair	Very fair	0	0		
Mount French	II.	67.4	288	108	20	19	16.0	66.0	12	50.0	Very good	Very satisfactory	Good	0	0		
Mount Sylvia	III.	44.0	400	200	32	16	21.8	58.9	15	38.5	Weak and ineffective	Indifferent	No apparent progress	0	0		
Mount Whitestone	III.	67.7	288	156	29	21	18.1	62.4	10	34.6	Very good	Very satisfactory	Good	0	2		
Postman's Ridge	III.	61.2	540	196	23	18	15.2	58.4	8	30.8	Good	Greatly improved since last inspection	Very fair	0	0		
Summerhill	I.	50.0	400	175	14	14	10.8	77.5	8	57.1	Very fair	Under the circumstances satisfactory	Satisfactory since the commencement of the school two months ago	1	1		
Tent Hill, Upper	III.	61.7	540	64	24	9	12.0	54.5	10	45.4	Very fair	Fair	Very fair	0	6		
Thornton	III.	46.9	338	119	46	29	26.6	57.8	3	6.5	Fair only, pupils restless	Indifferent	Indifferent on the whole	0	0		

† New schools.

According to returns supplied by head teachers there are, Table G, 86 children of school age who do not attend any school. No return, however, is made at five schools in Ipswich; this statement is but an approximation. 504, or 8.7 per cent. of the enrolment, did not attend school on 60 days in the half-year.

In passing under review the work of the last three years in this district, there stand prominently forward two features that are matters for congratulation, not only to the Department but to all who are interested in the spread of education. These features are the increase in the number of schools and the improved quality of the education given in them. When the West Moreton District was assigned to me, 23rd February, 1887, the list of schools comprised 46 State and 19 Provisional schools. At the close of the year 1889, there were in operation 51 State and 22 Provisional schools. Throughout the district, wherever a sufficient number of children is found, new schools have been or are about to be established. It may fairly be said, therefore, that provision for education has kept pace with settlement. The quality of the education has also been greatly raised by the weeding out of indifferent or incompetent men, and by improvements in the methods of teaching.

I have, &c.,

R. NEWCOMBE ROSS,  
District Inspector.

The Under Secretary, Department of Public Instruction, Brisbane.

WIDE



## WIDE BAY AND BURNETT DISTRICT.

### REPORT OF MR. DISTRICT INSPECTOR SCOTT.

Brisbane, March, 1890.

SIR,—I have the honour to submit to you the following General Report for the year 1889 :—

#### DISTRICT.

The limits of my district, that of the Wide Bay and Burnett, were this year curtailed on the southward by the withdrawal of ten schools on the Upper Mary River, from Owanyilla to Kilkivan, but were extended westward by the addition of the schools at Eidsvold and St. John's Creek. On the north and east the limits were the same as in the two preceding years.

**APPROPRIATION OF TIME.**—After finishing the reports of inspections made near the close of the previous year, I was engaged till the end of February in the valuation of papers worked at the December examinations of teachers. Assisting at the office, taking part in the conference of inspectors, and compiling my annual report, occupied me during the next six weeks. The work of inspection commenced on the 11th April, and, with the exception of four weeks' leave of absence in July, continued till the breaking-up of the schools in December. During this period sixty-two detailed inspections of schools were made; six inquiries were held, three with reference to teachers, two regarding proposed schools, and one dealing with the position of an existing school; two incidental visits were made to schools; and two cases of examining into the qualifications of teachers were dealt with. In all these cases detailed reports were made to the Department. The work also included the preparation of a set of examination papers. Casual but unreported visits were made to several schools as opportunity offered. Presiding at the annual examination at Bundaberg and reporting on schools recently examined brought the year's work to a close.

**INSPECTION.**—Every school in operation in the district was inspected once in full detail, and second inspections were made at two places that had at first been unfavourably reported upon. During the latter part of the year it was impossible to devote as much time to inspection as was desirable, as the work of examination had to be pushed on as quickly as possible so that every school in the district might be visited.

No State schools were added to my list during the year, but the Provisional schools at Childers, Eidsvold, St. John's Creek, and Bucca Crossing were inspected for the first time. The Maryborough drawing class for teachers and three Roman Catholic schools—two in Maryborough and one in Bundaberg—were also duly inspected.

**SCHOOLS IN OPERATION.**—The schools in operation in this district during the year may be classified as follows :—

State schools for Boys only	...	...	...	...	...	2
" " " Girls only	...	...	...	...	...	1
" " " Infants only	...	...	...	...	...	1
" " " Girls and Infants	...	...	...	...	...	1
" " " Boys, Girls, and Infants	...	...	...	...	...	22
Provisional schools (full time)	...	...	...	...	...	26
" " (half-time)	...	...	...	...	...	4
Roman Catholic schools	...	...	...	...	...	3
Total schools of all kinds						60

**CHANGES.**—During the year Provisional schools have been established at Childers, the present terminus of the railway into the Isis Scrub; at the Eidsvold Goldfield, and its offshoot at St. John's Creek; and at the Bucca Crossing of the Kolan River. In the case of the Eidsvold school it is highly desirable in the interests of all concerned that it should become a State school as soon as possible; but difficulties regarding the raising of the local quota of contribution towards the cost of the buildings have hitherto stood in the way of a much needed change. At the progressive little township of Gin Gin a movement in the same direction is being successfully carried out.

The rapid expansion of south-eastern Bundaberg caused an application to be made for a State school in that part of the town; but the comparative proximity of the existing schools was an obstacle to its recommendation, though a school for the young children of the neighbourhood might be advantageous. A similar application from Sunbury, outside of Maryborough, near the junction of the Gympie and Bundaberg railways, was favourably reported on. Owing to their situation in the busiest part of the town, it has been considered desirable to remove the South Bundaberg schools to a more southern site; and advantage is being taken of the removal to enlarge them considerably.

#### MATERIAL ORGANIZATION.

In choosing a site for a school one of the special requisites is that it should, wherever possible, be high and dry; and though the sites generally are in accordance with this requirement, some of them have been rather severely tried by the wet weather so frequently prevailing during the year. On this account, the suitability of the site of the Tantitha school—built in a shallow depression—became the subject of a special inquiry, and the character of the surroundings at Elliot gave rise to serious complaint.

A reference to the columns of Table G will show that, allowing ten square feet of space for each child, State and Provisional schools afford accommodation for 4,003 and 1,025 scholars respectively; and as the total average attendance in the two classes of schools was 3,317 and 586, it will be seen that, as a rule, there is ample accommodation for those in actual attendance. But while in the aggregate the accommodation provided is more than equal to the attendance, there are several instances in which this is not the case, as at North and South Bundaberg, West Maryborough, Albert, and Tinana schools, which were all more or less crowded, that at West Maryborough being the most so. The crowding at South Bundaberg will be relieved by the extensions in progress referred to above. At Eidsvold the work was being carried on under



under exceptionally unfavourable conditions as regard space. There 155 children were on the roll of a school which provided accommodation for only 45; but this objectionable state of affairs has since been modified by the addition of a veranda to the front of the building.

The buildings of both State and Provisional schools are generally in good condition, and are as a rule carefully looked after by teachers and committees. Those troublesome enemies—white ants—have been held in check at the State schools, but have been a source of annoyance at the Yandaran Creek, Currajong Creek, and Isis River Provisional schools. In the two last mentioned they were very destructive to books and maps during the temporary closure of the schools.

Except in the case of South Bundaberg, before referred to, the year has not been marked by any extensive alterations or additions to school buildings, but the Albert, Kalkie, St. Helen's, and Woongarra schools have been thoroughly painted, and various minor alterations and repairs made at several other places. A bell erected in the playground of the East Maryborough School has had a decidedly beneficial influence on the punctuality of the scholars.

The supply of furniture and apparatus for teaching was generally equal to the requirements of the schools, and the power entrusted to inspectors to authorise expenditure to a limited amount was freely used whenever the conditions made it appear desirable to do so. Regarding material for instruction, it may be mentioned that complaints were very general regarding the inferior quality of the slates supplied, especially with reference to the weakness of the fastening of the corners of the frames.

An increasing disposition is manifested to make the school-rooms bright and cheerful by the display of coloured pictures and prints issued with various illustrated papers; and though these may frequently not be possessed of any great amount of artistic merit, they certainly help to enliven the surroundings of the children, and exercise a beneficial influence upon them. In this connection, Johnson's pictorial charts of people and animals are highly appreciated wherever they have been received, though I do not think as much use is made of them for geographical illustration and in object lessons as might be. The cases in which the walls are left bare by having the maps carefully rolled up and deposited in a corner of the room are not nearly so numerous as they used to be. A reasonably inexpensive and effective method of preventing the flapping about of maps suspended on the walls in breezy weather is needed.

**GROUNDS.**—All the State schools, except those at Tantitha and Torbanlea, have their grounds securely fenced; but of Provisional schools the only ones so protected are those at Dunmora and Young. At Mungar a good deal of work was done early in the year in clearing off stumps and superfluous trees. The wearing away of the banks formed by street cuttings on two sides of the grounds of the Maryborough Central Schools has undermined the fence at various points, threatening the stability of the whole, and making remedial and preservative measures imperative in the near future. These grounds continue to be kept in their usual excellent style; and the flourishing condition of the trees and shrubs about the Albert School gave evidence of a considerable amount of trouble and care on the part of the committee. The floral display at the West Maryborough School is deserving of special mention. Here the school children, under the direction of the energetic first assistant, have laid out the ground in front of the building in a series of well-kept flower beds, and have also planted and tended a number of thriving young shade trees. A commodious play-shed has been erected at the Watawa Provisional School. Kalkie is the only place in the district where gymnastic exercises are systematically practised under the able direction of the head teacher. They have in various ways been decidedly beneficial to the boys.

State schools are usually so well equipped with tanks that the supply of water is, as a rule, ample for all requirements; but in the case of many Provisional schools this matter receives consideration only when all other wants have been attended to. During the year tanks have been added at the Isis Scrub South, Horton, Brushy Creek, Yandaran Creek, and Eidsvold schools. In several cases the method is adopted of having the tap *inside* the school-room, thus providing an effectual check on depredations by outsiders in times of scarcity of water.

With regard to teachers' residences, those at East Maryborough, St. Helen's, and Mungar have been painted; while those at Woongarra and Yengarie have undergone extensive repair owing to the ravages of white ants, and a kitchen to replace an ancient slab erection has been added at South Kolan. The local apathy regarding the supply of closet accommodation at Tinana is not very creditable.

#### INTERNAL ORGANIZATION.

**STAFFS.**—The total number of teachers of all grades employed in the district during the year was 153, 119 being in State and 34 in Provisional schools. The adult teachers numbered 107, of whom 73 were working in State and 34 in Provisional schools. Of the former 37 were male and 36 were female teachers; the numbers of the latter being 20 and 14 respectively. In addition there were 15 male and 31 female pupil teachers, all of whom are employed in State schools. In schools having several teachers upon the staff, one of the most important functions of the head teachers is the utilisation of all the members of his staff in such a way as to obtain the fullest and best results possible under the circumstances of the school. This can only be done by carefully estimating the capabilities of the several members, and placing each in a position where his or her strong points will tell most advantageously. To say that this is invariably done would be an exaggeration; but it may safely be asserted that the cases where fault has to be found with the distribution of the staff have been very few in number; and any objection to their arrangement has always been met by the teachers themselves in the best possible spirit. In the larger schools the plan of distributing the pupil teachers so that their work shall be carried on under the direct supervision of a classified assistant teacher is generally adopted, and is found to work well in all cases, as without any undue distraction of the assistant's attention from his own more immediate work, he is at hand to give his junior the benefit of his riper experience, affording at the same time some relief to the head teacher in his work of general supervision. The staff of each of four State schools and of all Provisional schools, except that at Eidsvold, consists of one teacher only. Calculated on the basis of the average attendance for the quarter preceding the inspection of each school, the work of each teacher in a State school may be reckoned as that of giving instruction to an average of 27·9 children, and in Provisional schools to 17·7 children. In the former class of schools the highest average (45·7) was at Gayndah, whilst it was over 30 per teacher in 11 of these schools. Eliminating the altogether exceptional case of Eidsvold (where an average of 108 children had been under one teacher—the staff being subsequently increased to 3), the only Provisional schools showing an average of over 30 scholars per teacher were those at St. John's Creek (48·2), and Gin Gin (31·5). It must not be supposed that the teacher of a Provisional school with his smaller number of pupils has less to do than



than one in a State school, for though his average number under instruction may be less, his pupils are of so many different grades or stages of attainment that he is kept quite as fully employed as his confrère in a State school.

Regarding staffs generally, I would remark that in several cases their harmonious working and esprit de corps were not as marked and distinct as they have been in previous years.

A reference to Table A shows that while there are no teachers in the district having the status of first class, two-thirds of the head teachers of State schools are in the second class, whilst the bulk of the assistants, both male and female, are in the third, and three are unclassified. The large majority of teachers in Provisional schools having passed nothing more than a preliminary examination as some test of their fitness; while six hold the rank of temporary, and four that of classified teachers. With reference to Table C, it may be mentioned that it includes two different head teachers of the Currajong Creek School (which was twice inspected) as well as two assistant teachers at Eidsvold.

It is a pleasure to be able to state that the head teachers of State schools are, as a body, evidently animated by a desire to perform their duties conscientiously and efficiently, and are in all cases fully competent for the satisfactory performance of those duties. The ranks of the assistants contain a considerable number who are doing exceedingly good work in their present capacity, and who are thereby qualifying themselves for higher positions in the service; while others among them narrow down their view of the requirements of their position to that of doing only just as much, and of such a character, as will pass muster or escape censure. Among the pupil teachers may be found young people of varying capacity, from those who bid fair to become good teachers down to those who, having apparently mistaken their vocation, are of very little use in their schools.

In nearly all the schools in which pupil teachers are employed there is an increasing effort to make their training as teachers more real and practical by means of lessons given by the head teacher as models for their imitation, and of lessons given by the pupil teachers themselves in the presence of, and to be criticised by, their fellow teachers. Considering their very slender literary equipment at the end of their pupil teachership (a fact which is often painfully evident to those who have to value their examination papers), combined with the fact that few care to continue their studies when there is no longer the incentive of an annual examination before them, the broadening and deepening influence of a well-directed training college course is, in their case, highly desirable

Table A.  
TEACHERS IN STATE SCHOOLS.

Status.	Males.		Females.	
	Head Teachers.	Assistant Teachers.	Head Teachers.	Assistant Teachers.
Class I. ... ..	0	0	0	0
Class II. ... ..	16	2	2	1
Class III. ... ..	8	10	1	30
Unclassified ... ..	0	1	0	2
Total ... ..	24	13	3	33

Table B.  
PUPIL TEACHERS IN STATE SCHOOLS.

Status.	Males.		Females.	
Fourth Class ... ..	2		11	
Third Class ... ..	4		5	
Second Class ... ..	4		10	
First Class ... ..	5		5	
On Probation ... ..	0		0	
Total ... ..	15		31	

Table C.  
TEACHERS IN PROVISIONAL SCHOOLS.

Sex.		Have passed no stated Examination.	Have passed the Examination for Admission as a Temporary Teacher under the Department.	Have held the rank of Classified Teacher under the Department.
Males ... ..		13	5	2
Females ... ..		11	1	2
Total ... ..		24	6	4

ATTENDANCE OF PUPILS.—The aggregate enrolment of pupils in all schools for the quarter preceding inspection was 5,240, of whom 4,420 were pupils in State, and 820 in Provisional schools. The total average attendance in the two classes of schools was respectively 3,817 and 586; so that the average attendance was 75 and 71 per cent. of the aggregate enrolment.

Compared with 1888, and making allowance for the schools this year separated from the district, there is an addition of over 300 to the number of children enrolled, and an advance of 1 per cent. in the average attendance, notwithstanding that the weather, exigencies of farming in the Isis Scrub, and the occurrence of an unusual number of holidays in the most populous part of the district, have tended to interfere with it adversely. The last-named cause has had a perceptible effect on the regularity of the ~~work~~ <sup>work</sup>. This is shown by the fact that the relative numbers of those attending 80 per cent. and their time has altered from 58 and 57 per cent. of the aggregate enrolment in State and Provisional

Provisional schools respectively, to 55 and 59 per cent. It is not surprising that most of the Maryborough schools should show a decided falling off in this respect, as references to their records showed that the holidays during the first three quarters of the year were three days according to the Regulations, three quarterly holidays granted by the school committee, and five public holidays on various accounts. So many interruptions and breaks in the continuity of the work are undesirable in themselves, and have a strong tendency to unsettle the minds of the children both before and after their occurrence.

Forty-eight children were reported as not attending any school and 401 as attending less than 60 days in the half year. In this matter Gayndah has an unenviable pre-eminence, as it contributes no less than 15 to the one category and 28 to the other.

In the matter of punctuality no distinct general advance is shown, though individual schools have decidedly improved. Two State and seven Provisional schools were reported as being below "fair."

**CLASSIFICATION.**—On the whole the classification of the pupils was found to be suitable to their age and stage of attainment, though in a considerable number of cases, especially in schools examined towards the end of the year, it became increasingly evident that the promotion of children to a higher classification was being unduly delayed in order that they might make a creditable appearance at the expected examination. Such a policy defeats its own object, as the stringency of an examination is of necessity regulated mainly by a consideration of the average length of time the children have been in the class in which they are presented. I desire not to be misunderstood as advocating anything in the nature of hasty or inconsiderate promotions. The Department leaves the teacher free to exercise his own judgment in the classification of his pupils, but expects them to make suitable progress; hence in the interests of those children who are at any time really fit for promotion, any tendency towards improper delay for such a purpose as that referred to above is to be decidedly deprecated.

Table E this year shows a smaller percentage of the children in the first (or lowest) class in State schools; but this is nearly counterbalanced by the increased proportion in the same class in Provisional schools. In all other respects the figures in this table closely approximate to those given in last year's report.

Table D.  
ATTENDANCE OF PUPILS.

	State Schools.		Provisional Schools.		Total.		Grand Totals.
	Boys.	Girls.	Boys.	Girls.	Boys.	Girls.	
On roll, end of quarter preceding inspection ...	2,353	2,067	427	393	2,780	2,460	5,240
Average attendance during quarter preceding inspection	1,758.3	1,558.9	309.3	276.9	2,067.6	1,835.8	3,903.4
Attended four days out of five in quarter preceding inspection	1,356	1,109	252	232	1,608	1,341	2,949
On roll at date of inspection ...	2,252	2,038	421	380	2,673	2,418	5,091
Examined ...	1,862	1,687	315	298	2,177	1,985	4,162

Table E.  
CLASSIFICATION OF PUPILS.

Class.	On Roll at date of Inspection.		Percentage of Enrolment.	Examined.		Average Age of Pupils on Roll at date of Inspection.	Average Proficiency in all Subjects expressed as a Percentage.
	Boys.	Girls.		Boys.	Girls.		
STATE SCHOOLS.							
Fifth	56	48	2.4	53	42	13.9	70.6
Fourth	160	134	6.9	141	115	13.5	63.6
Third	324	336	15.4	275	283	11.8	64.5
Second	710	646	31.6	584	547	9.9	61.5
First	1,022	874	43.7	809	700	7.2	62.1
Total	2,252	2,038	100.0	1,862	1,687	...	64.8
PROVISIONAL SCHOOLS.							
Fourth	18	7	3.1	18	7	13.7	60.9
Third	59	70	16.1	41	58	12.2	56.8
Second	132	107	29.8	95	88	10.4	55.6
First	212	196	51.0	161	145	7.4	58.1
Total	421	380	100.0	315	298	...	57.3

**DISCIPLINE.**—The discipline of the large majority of the State schools is quite satisfactory. Whilst keeping all under due control, so as to secure a maximum of beneficial work, it tends to the cultivation of habits of truthfulness, honesty, self-reliance, and consideration for others. It is in this connection more than in any other that the superiority of the trained teacher is generally conspicuous. That poor species of discipline that depends for its sanction only on the sentiment of fear and the power of coercion is conspicuous by its absence, as it may be said to exist in a modified form in one school only. On the other hand, there were a few cases in which there was some amount of weakness, attributable to the easy good nature of the head teacher.

With some prominent exceptions, in which the discipline was fully as satisfactory as that prevailing in the best of the State schools, there was a more marked tendency to weakness in several of the Provisional schools, and in two of them discipline in any form could scarcely be said to exist.

The prevailing tone among the children of nearly all schools is that of an earnest attention to work and an honest endeavour to give satisfactory evidence of the labour and care bestowed on them by their



their teachers. Copying and surreptitious talking to one another when under examination were, however, characteristic of the children of several schools, and these practices seemed to be rather on the increase than otherwise.

Commendable attention is paid to *order* in regard to smartness and precision in class movements and in the disposal of books, maps, and other school material. In some of the larger schools there was considerable difficulty with regard to the orderly disposal of the children's hats, the supply of hat-pegs being sometimes considerably short of the demand made upon them. The available space in a hat-room being limited to the area of the walls within the reach of the children, it sometimes becomes necessary to adopt other means for the disposal of a large number of the hats. This is usually done by arranging them in piles one inside the other, or by fixing rows of hat-pegs outside the school-room on the veranda. Both plans are subject to obvious disadvantages, and are objectionable on several accounts.

**RECORDS.**—The registers and other records of the schools were usually neatly, completely, and accurately kept. Their neatness depended mainly on the question as to whether the head teacher were himself a good writer or otherwise. Any want of completeness generally referred to deficiencies in work books or to neglect to record promotions in the admission register, while the points of inaccuracy were of minor account, and did not reflect in any degree upon the honesty of the teachers.

I would again draw attention to the remissness of several teachers in not making themselves acquainted with the proper method of dealing with some of the records, notwithstanding the fact that the book of Regulations and General Instructions affords full and definite information regarding them. One prominent result is that at the time of inspection much valuable time is absorbed in explaining to teachers how various items required in the general return are to be obtained, and in Provisional schools the inspector generally finds that to save time and secure accuracy it is necessary that he should make out the various items himself from the register, more especially those included in the table on the second page of the return. Even in the larger State schools it is frequently found that there are palpable mistakes in some of the items.

**INSTRUCTION.**—The time-tables in use in a large majority of the schools were found to provide very fairly for all the subjects of instruction by giving a reasonable amount of time to each subject proportionate to its importance, and by making provision for a proper sequence of the lessons. A distinct advance in this branch of the work has been noticeable during the year.

Most of the remarks made last year regarding the various subjects of instruction would still be found applicable, more especially those relating to the want of expression in the reading, the mechanical method of dealing with object lessons, the frequent want of direct teaching in writing—though more care is being taken with the writing of the younger children, and in arithmetic the want of ability to work simple problems successfully, together with the general weakness in mental arithmetic. I fear that the last-named branch is not estimated at its true value, and that the time allotted to it on the time-table is not always faithfully applied.

There seems to be an increasing tendency in State as well as Provincial schools to restrict the teaching of geography in third class to that of Europe only, to the exclusion of New Zealand, the East India Islands, and Polynesia; and to confine even that to a knowledge of a limited number of topographical details. This was the case in schools showing averages of 18, 21, 23, and even 24 months in the class.

In grammar, the synthesis or building up of sentences should go hand in hand with the analysis; but this is too often neglected.

The number of children who can write a short but fairly sensible letter is on the increase; but in some schools a practice has arisen in regard to this exercise that leads to results that are sometimes quite ludicrous. This consists in throwing composition exercises of all kinds into letter form. Thus, at a recent examination, a class of 30 children on being directed to write a letter to a friend on any topics of local interest produced one actual letter and 29 compositions on subjects from the reading books or the substance of object lessons—all in the form of letters.

Table F.  
AVERAGE PROFICIENCY IN ALL SUBJECTS OF INSTRUCTION.

Subjects.	Average Proficiency as a Percentage.		
	State Schools.	Provisional Schools.	All Schools.
Reading ... ..	62.1	58.4	60.0
Object Lessons ... ..	61.5	49.7	55.3
Writing ... ..	68.8	65.7	67.2
Arithmetic ... ..	60.1	56.8	58.4
Drill ... ..	66.3	54.5	60.1
Vocal Music ... ..	56.8	44.7	50.7
Geography ... ..	57.7	46.9	52.0
Grammar ... ..	57.3	48.1	52.5
Derivation ... ..	60.9	35.8	48.6
Composition ... ..	67.2	63.1	65.0
History ... ..	60.9	48.7	58.2
Mechanics ... ..	54.4	...	54.4
Domestic Economy ... ..	59.4	57.5	58.9
Needlework ... ..	66.8	61.2	64.4
Home Exercises ... ..	67.2	63.0	65.0

Methods of instruction are generally found to be suitable, though in the hands of young pupil teachers and untrained Provisional school teachers they have a strong tendency to become more mechanical than intellectual in character.

The most prominent weaknesses in method are those relating to questioning by the teacher and the answers of the pupils. There are two common faults in putting questions—namely, framing them in such a style as to distinctly suggest the answer required, or making them of such a nature that a mere affirmative or negative reply is all that is needed. Too many teachers are content to take ~~such~~ instead of complete sentences for answers. When the latter is insisted upon, the ~~children~~ the use of the language and a good deal of power in describing—



The general proficiency in all subjects of instruction is 61·8 per cent., or a little above *fair*, for State schools; and 53·8 per cent., or over *moderate*, for Provisional schools.

Compared with last year's results these numbers show a slight falling off in both classes of schools—namely, of 1·5 per cent. in the former, and 2·7 in the latter.\* The figures in Table F indicate that State schools made a slight advance in seven subjects, with a counterbalance of a falling off in eight. Provisional schools advanced in four subjects and retrograded in ten.

Table G gives a variety of particulars regarding the schools individually.

Table G.  
SCHOOLS IN ALPHABETICAL ORDER.

Schools.	Highest Class.	Percentage of Results.	Accommodation in square feet.		Attendance.						Discipline.	General Condition.	Progress.	Children between the ages of 5 and 13, within 2 miles, who do not	
			Inside Floors.	Verandah Floors.	On Roll at Date of Inspection.	Examined.	Average for Quarter preceding Inspection.		Attended 4 days out of 5.					Attend any School.	Attend at least 60 days in each half-year.
							Number of Pupils.	Percentage of Enrolment.	Number of Pupils.	Percentage of Enrolment.					
STATE SCHOOLS.															
Barolin	III.	60·5	680	544	43	17	32·6	67·9	16	33·3	Fair; but too dependent on corporal punishment	Satisfactory	Good	0	3
Bundaberg East	IV.	64·7	1,220	976	183	155	133·4	68·5	89	45·6	Good, firm, efficient	Very satisfactory	Good	2	12
Bundaberg North	IV.	60·3	1,240	1,008	196	157	151·1	76·0	129	65·0	Very fair; might be more exacting	Satisfactory	Very fair	0	21
Bundaberg South (Boys)	V.	61·6	1,400	1,120	243	103	182·2	72·9	124	49·6	Good	Satisfactory	Good	2	15
Bundaberg South (Girls and Infants)	V.	61·6	2,340	2,040	436	352	309·8	70·0	214	48·4	Good	Satisfactory	Good, but not altogether sound	0	43
Burnett Heads	IV.	50·4	578	578	56	28	35·2	55·9	19	30·1	Fair	Moderately satisfactory	Fair, but not sound	1	4
Elliott	IV.	52·4	500	350	27	17	21·5	59·7	9	25·0	Mild; reasonably effective	Very moderately satisfactory	In some cases, good; but, generally unsound	0	8
Gayndah	IV.	60·7	1,040	648	126	98	91·4	70·8	61	47·2	Good	Satisfactory	Good, on the whole	15	28
Gooburrum	IV.	60·8	468	416	35	22	25·4	73·5	17	50·0	Fair	Fairly satisfactory	Very fair, but unequal	0	9
Howard	IV.	61·7	1,918	1,328	145	133	127·3	79·0	101	62·7	Very fair	Satisfactory	Fairly good	3	14
Kalkie	V.	59·3	918	459	81	61	55·6	61·7	24	26·6	Good	Fairly satisfactory	Fair	0	9
Kolan South	IV.	64·2	1,000	400	106	86	87·8	85·2	77	74·6	Good	Very satisfactory	Good	0	0
Marborough, Albert	V.	70·8	4,199	3,424	623	513	498·1	76·8	411	63·4	Good	Very satisfactory	Good and sound, but slow	2	52
Marborough Central (Boys)	V.	63·0	4,152	1,840	240	205	186·5	76·1	144	58·7	Good	Very satisfactory	Good and steady	0½	7
Marborough Central (Girls)	V.	60·4	4,620	1,050	204	178	161·1	72·2	104	46·6	Firm, effective	Satisfactory	Very fair, but not sound	0½	18
Marborough Central (Infants)	I.	56·5	3,968	1,728	198	177	162·6	72·8	102	47·0	Has been slack; now improving	Not satisfactory	Fair, but not sound	0	9
Marborough East	IV.	64·5	1,200	888	125	110	100·0	75·2	74	55·6	Good	Quite satisfactory	Good	2	7
Marborough, St. Helens	IV.	64·4	1,312	880	176	149	127·3	69·9	78	42·8	Generally fair; not altogether satisfactory	Satisfactory	Good in most respects	0	24
Marborough West	V.	64·4	1,200	960	255	227	191·4	70·0	175	65·0	Good	Very satisfactory	Good	0½	12
Mount Perry	V.	63·0	1,745	1,140	177	152	151·5	80·1	124	65·6	Very fair	Satisfactory	Good	1	5
Ningar	III.	65·7	600	360	74	55	47·6	70·1	37	54·4	Good	Very satisfactory	Good and sound	0	2
Palkie	IV.	65·8	630	560	75	65	56·1	66·0	33	38·8	Good	Very satisfactory	Good	2	2
Pastika	III.	63·4	630	560	45	36	33·2	75·5	26	59·	Good	Very satisfactory	Good	0	10
Penna	V.	65·8	1,150	803	172	149	140·7	80·1	117	65·7	Very fair	Satisfactory	Good	0	5
Portables	IV.	62·7	630	560	70	60	56·8	72·8	39	50·0	Very fair	Satisfactory	Good, but slow	0	7
Wongarra	IV.	61·6	612	544	75	63	56·8	72·9	39	50·0	Very fair	Quite satisfactory	Good	4	8
Yemprie	IV.	64·5	1,064	622	105	91	94·2	87·	82	75·9	Good, on the whole	Satisfactory	Good, but slow	2	7
PROVISIONAL SCHOOLS.															
Apple-tree Creek	III.	48·5	384	0	28	20	18·5	61·6	10	33·3	Moderate	Not satisfactory	Moderate	2	0
Bulle Creek No. 1	IV.	58·6	100	78	6	6	5·9	84·3	7	85·7	Good	Quite satisfactory	Good	0	0
Bulle Creek No. 2	IV.	50·3	360	168	8	8	7·	88·7	7	87·5	Good	Fairly satisfactory	Fair	0	0
Brusky Creek	IV.	58·1	336	12	14	14	13·8	92·0	15	100·0	Good	Very satisfactory	Good	0	0
Bucca Crossing	III.	41·7	384	0	21	16	11·4	63·3	10	55·5	Very fair	Promising	Pretty fair in some subjects	0	...
Childers	III.	52·3	400	0	42	28	24·9	57·9	14	32·5	Very fair	Fairly satisfactory	Very fair	0	14
Carrajong Creek	III.	46·6*	450	240	28	15	19·1	66·1	12	41·3	Fair	Slowly improving	Some	0	5
Double Island Point	IV.	50·4	144	42	9	7·7	77·0	7·	7	70·0	Weak	Not satisfactory	Moderate	0	0
Drummers Creek	III.	48·7	448	448	28	15	21·1	75·3	16	57·1	Fair	Moderately satisfactory	Fair	3	11
Dundathu	III.	41·9	576	0	26	22	22·3	79·6	23	82·	Very weak	Very unsatisfactory	Very little	0	0
Dumora	III.	66·5	336	315	31	28	20·5	85·4	18	75·0	Very fair	Fairly satisfactory	Exceedingly slow	0	0
Eidroid	III.	54·6	448	0†	155	114	108·3	67·2	93	57·7	Very fair	Decidedly promising	Satisfactory	0	0
Ota Gin	III.	54·8	364	182	43	31	32·0	70·0	28	63·6	Very fair	Fairly satisfactory	Very fair	2	4
Greenwood	IV.	62·5	92	112	8	8	7·5	93·7	6	100·0	Very fair	Very satisfactory	Good	0	0
Horton	III.	34·9	384	216	39	28	22·4	50·4	6	13·6	Very weak	Thoroughly unsatisfactory	Very little	3	13
Inskip Point	IV.	61·1	280	378	16	12	12·0	85·7	10	71·4	Very fair	Fairly satisfactory	Very fair	0	0
Isle Scrub North	III.	67·3	384	0	27	18	21·6	67·5	11	34·4	Good	Very satisfactory	Good	0	3
Isle Scrub South	III.	61·4	384	192	33	29	23·7	71·8	11	33·3	Very fair	Satisfactory	Good	0	6
Isle River	III.	57·2	360	140	18	13	8·5	79·8	8	66·6	Good	Satisfactory	Very fair	0	...
Isisterra	III.	56·2	21	192	9	6	8·4	76·3	8	72·7	Very weak	Fairly satisfactory	Fair	0	0
Lady Elliot Island	IV.	52·1	216	0	19	14	15·5	77·5	13	66·0	Very fair	Fairly satisfactory	Very fair	0	3
McCoolman	III.	60·4	180	0	6	6	8·0	100·0	6	100·0	Very fair	Satisfactory	Very fair	0	0
Moolagran	III.	44·4*	604	168	61	37	43·6	99·0	46	69·6	Weak	Improving, but still unsatisfactory	Little real	2	...
Sandy Cape	III.	54·3	278	70	13	13	12·9	99·2	13	100·0	Very fair	Satisfactory	Fair, but not sound	0	0
Torpe	IV.	65·4	168	99	15	15	12·5	83·3	12	80·0	Good	Quite satisfactory	Good	0	0
Wadeleigh	II.	67·6	398	0	6	6	8·0	100·0	6	100·0	Good	Very satisfactory	Good and sound	0	0
Walla	IV.	54·8	360	0	17	13	12·4	82·5	12	80·0	Good	Satisfactory	Good, on the whole	0	0
Watava	IV.	57·9	480	0	31	27	21·7	77·5	20	71·4	Very fair	Satisfactory	Good	0	2
Yandaran Creek	III.	66·6	360	0	17	16	16·0	80·0	16	80·0	Very fair	Very satisfactory	Good and sound	0	0
Young	IV.	58·1	480	240	27	26	22·9	71·5	19	59·4	Very fair	Fairly satisfactory	Very fair in some subjects	0	1

\* Second inspection.

† Verandah has since been added.

‡ "Very unsatisfactory" at first inspection.

§ Teacher cannot say.

Wills

While the highest general result has been attained at the Albert School, Maryborough, it is worthy of remark that all but four of the State schools attain to various degrees of *fair*, eight of the Provisional schools being in the same category. Among State schools, the Albert School above-mentioned gained the highest marks for reading, arithmetic, geography, and home exercises; East Bundaberg showing the best writing, and Pialba the greatest proficiency in drill; while the Yengarie School gave the best results for vocal music and maintained its character for the excellence of its needlework. Of Provisional schools, those at Isis Scrub North, Yandaran Creek, and Brushy Creek may be mentioned as giving the most satisfactory results generally.

At the recent examination for Grammar school scholarships, ten boys and two girls in my district were successful. Of these seven were from the Albert School, two from the Maryborough Central (Boys) School, two from East Maryborough, and one from the Boys' School at South Bundaberg.

I have &c.,

WALTER SCOTT,  
District Inspector.

The Under Secretary, Department of Public Instruction, Brisbane.



## SOUTHERN DOWNS AND GYMPIE DISTRICT.

## REPORT OF MR. DISTRICT INSPECTOR KENNEDY.

Brisbane, May, 1890.

SIR,—I have the honour to submit the following General Report for the year 1889:—

## DISTRICT.

**LIMITS.**—Consequent on the appointment of an additional inspector at the beginning of the year a partial re-distribution of districts took place, and the one allotted to me included portion of the district which I had inspected in 1887-88—termed the “South-Western”—together with parts of the districts known in those years as the “East Moreton North” and “Wide Bay and Burnett.” It comprised (1) the schools on the Darling Downs from the neighbourhood of Toowoomba to Dalby, and thence south to the border of the colony, but west of the Toowoomba-Wallangarra Railway Line; (2) the schools in Gympie and neighbourhood; and (3) the schools on and near the Gympie-Maryborough Railway Line, as far north as Owanyilla.

**APPROPRIATION OF TIME, &c.**—The early part of the year was taken up with the usual work incidental to that time, ten weeks being occupied in valuing papers written at the preceding general examination and in compiling my general report for 1888. Drafting examination papers occupied nearly a week in July, two weeks in August were passed on leave of absence, and a week in December was required for conducting the general examination at Gympie. The remaining thirty-eight weeks would, under ordinary circumstances, have been available for the work of inspection proper, but the time given to that work in this year was, through unavoidable causes, considerably less, about two weeks being passed on sick leave (rendered necessary by an accident which I met with), attendance at a conference of inspectors taking up nearly a week and a-half, and work to be done by me as secretary to that conference requiring two and a-half weeks in addition, while my duties as a member of and secretary to the committee appointed by the Minister to revise the regulations of the Department occupied five weeks more. As a consequence of these demands on my time in other directions, eleven State and twenty Provisional schools were uninspected, the work done in the field comprising the detailed inspection of forty-five schools, two visits of inquiry in connection with applications for the establishment of new schools, seven investigations into complaints against teachers, and one into the relations between teacher and school committee, in addition to the examination of a candidate for employment as Provisional school teacher, full reports on all of which were duly forwarded.

**SCHOOLS IN OPERATION.**—At the close of the year there were seventy-six schools in operation in the district, one of them, however, having been open but a fortnight. They were classed thus:—

State schools for Boys only	...	...	...	...	...	3
“ “ Girls and Infants only	...	...	...	...	...	3
“ “ Boys, Girls, and Infants	...	...	...	...	...	26
Provisional schools for Boys, Girls, and Infants (full-time)	...	...	...	...	...	39
“ “ “ “ “ (half-time)	...	...	...	...	...	2
Denominational schools	...	...	...	...	...	3
Total schools of all kinds						76

**SCHOOL CHANGES, &c.**—Late in February, the Provisional school at Hermitage, which had for some time before been carried on in State school buildings, gave place to a State school. In November, the Beauraba Provisional school was superseded by the Pittsworth State school. Towards the end of the same month, a State school was opened at Kilkivan, which had during the previous part of the year been without a school of any kind. At the close of the year, State school buildings were almost completed at Mount Kent, and tenders had been called for the erection of others at Spring Valley, both being intended to supersede existing Provisional schools in those places.

Provisional schools were opened during the year at Kilkivan Junction and Rosalie Plains. Others were authorised at Munna Creek and on the Cootharaba road near Gympie.

**DENOMINATIONAL SCHOOLS.**—The inspection of two schools of this class at Gympie and one at Dalby occupied in all nine days, during which time 376 children were examined. At the date when the schools in question were visited, it was anticipated that all the schools in the district could be inspected during the year, but sickness, and work connected with the revising committee, already referred to, prevented this anticipation being fulfilled. The statistics hereinafter given relate to only such State and Provisional schools as were inspected.

## MATERIAL ORGANIZATION.

**SCHOOLS.**—The inside floor space available in both State and Provisional schools is in the aggregate more than sufficient for the requirements. Individually considered, however, the schools at Gympie One-Mile (Girls and Infants), Gympie Central (Girls and Infants), and Monkland are overcrowded, and the deficiency in accommodation has to be met by the habitual and regular use of the school verandas. In summer time this is perhaps no hardship, but in winter it cannot but be decidedly unpleasant, to say the least of it, for both teachers and pupils, especially the younger children.

The State school buildings are at present in good order. Such minor repairs as appeared to be needed were authorised at the time of inspection; recommendations for more important improvements, where the necessity for such existed, were made to the Department at the same time, and were promptly attended to. Between the inspection in 1888 and that in 1889, or subsequent to the latter inspection, the buildings at Drayton, Gowrie road, Gowrie Junction, Glencoe, Tiaro, Gympie Two-Mile, Gowrie Creek.



Creek, and Jondaryan were painted; the interior of the Dalby Boys' School was also painted; the school at Southbrook was lined; a new veranda floor was supplied to the Dalby Girls and Infants' School; and repairs rendered necessary by the attacks of white ants were made at Gympie Central Boys' School.

The Provisional school buildings are mostly in fair order, but several of them have no verandas, and this want makes itself felt in various ways. Disregarding a few exceptions, and bearing in mind the surrounding circumstances, they may as a class be considered fairly suitable for the purpose they are put to, and, on the whole, creditable to their promoters; were the State, however, to lend some aid in their erection and furnishing, the doing so would be the means of relieving the smaller and usually more struggling communities, at whose sole cost such buildings are now erected and furnished, from a load which the larger communities are not called upon to bear, and by enabling better furniture and equipments to be provided, would add considerably to the comfort of the pupils attending these schools.

The furniture and material in State schools are, as a rule, ample and good. In a few instances, the schools when inspected were found to want additional easels or blackboards, and the clock was not unfrequently out of order; in cases such as these the head teacher was at once authorised to have the defects remedied. New furniture, including a gallery, replaced the old and unsuitable desks and forms in the infants' room at the Gympie Central School.

In Provisional schools the fittings, though generally rougher and less complete than in State schools, answer pretty well, and the material is usually sufficient for working needs. The chief deficiencies noted were the want of a blackboard at Black Gully and of an easel at Lagoon Pocket; insufficient slates, pencils, and pens at Glastonbury Creek; and insufficient reading books at Bunya Creek. At several places, too, the clock merely served to make up the full complement of necessary school furniture, and viewed as a timekeeper was little better than a delusion.

**GROUNDS.**—The only State school grounds unenclosed are at Hermitage, a school which was till lately Provisional. The fences are in generally good order, those at Glencoe, Jondaryan, Gowrie Creek, and Gympie Central having been repaired during the year. At Dalby (Boys) the teacher's residence has been fenced off from the play-ground, and at Tiaro a fence now divides the play-ground into two parts, one for boys and the other for girls. The only Provisional school grounds properly enclosed are at Lagoon Pocket.

Since the inspection in 1888, a new and commodious play-shed has been built at Gympie Two-Mile; Gympie One-Mile (Boys, Girls, and Infants), Glenvale, Goondiwindi, and Gowrie Creek are among the larger schools which are still unprovided with these useful adjuncts.

An attempt has recently been made to improve the Gympie Central grounds by planting shade trees, and it is hoped that a similar course will be followed at many other schools.

**OUTHOUSES.**—With the exception of a dilapidated roof in one instance, and urinals out of order in a few other cases, the outhouses were generally satisfactory.

**WATER SUPPLY.**—In this respect most of the State schools are well provided, but in several of the Provisional schools the pupils have to depend on the creek or river near by, there being no tanks at Miva, Glenbar, Pioneer's Rest, Eel Creek, Glastonbury Creek, and Black Gully. At Kilkivan Junction, also, which was in all other respects a remarkably well-equipped school, there was no tank at the time of inspection, but the committee were taking steps to procure one.

**TEACHERS' RESIDENCES.**—These are provided at all the State schools except those for girls and infants. They are yearly increasing in comfort and convenience. Amongst the more recent improvements are painting at Gowrie Creek, Gowrie Road, Gowrie Junction, and Tiaro; painting interior of two rooms, and painting externally at Jondaryan; painting and addition of kitchen and servant's room at Glencoe; a room added at Umbiram, and a veranda-room at Oakey Creek; new veranda railing and gate at Gympie One-Mile. The residence at Monkland is now being enlarged, lined, and provided with a new veranda. Various improvements authorised at Inglewood have not yet been carried out, owing, I understand, to a difficulty in obtaining the necessary local contribution to the cost; a new kitchen is very badly needed at Goondiwindi; and the residence at Hermitage would be greatly improved by lining.

Attached to the residences at Gowrie Junction, Goondiwindi, and Inglewood I found very nice gardens on which the teachers there had evidently bestowed much care and labour.

#### INTERNAL ORGANIZATION.

**STAFFS.**—Returns received from the schools inspected, and based on the average attendance for the quarter preceding inspection, show the number of pupils to each teacher to be, in State schools, 26·1; and in Provisional schools, 19·4. No school was found to be insufficiently staffed in point of numbers; in one or two cases the staffs were reported to be, by comparison, over-strong, and able to bear reduction.

With a few exceptions, noted in my detailed reports, the State school teachers of the district have shown themselves competent, trustworthy, and zealous. In most instances the assistant teachers give satisfaction, and while some have produced undeniably better work than others all appear to have done their best. The bulk of the pupil teachers are doing fair work, and several are distinctly promising; but a few show little aptitude for their calling, and others need more instruction in class teaching and management than they have received. About 70 per cent. of the pupil teachers employed in the schools inspected passed at the last general examination, nearly half of these doing so with credit. The schedule of attainments for the pupil teachers' course is a heavy one, and must remain so while it aims as now at qualifying those who pass through that course to immediately assume the position of classified teachers. To work up to it is a task of some difficulty, and even in the case of those who are successful in doing so, what with teaching to be done all day in school, and lessons which must be prepared at home at night, it is only exceptionally eager seekers after knowledge for knowledge' sake who can during their pupil teachership find or make opportunities for gaining culture beyond that needed to secure a pass at the

the examinations. The opportunities for acquiring higher culture afforded by the comparative leisure which follows the completion of the term of pupilage are often turned to but indifferent account, the re-action following on the strenuous application necessary during that term being in many cases marked. The establishment of a Training College, however, will make it possible to lighten the pupil teachers' course generally, will enable the more promising pupil teachers to continue under proper direction and with the advantage of efficient assistance the studies commenced by them during their period of apprenticeship, and will also enable them to acquire an extended and systematic acquaintance with the best methods of teaching.

Among the Provisional school teachers several were found to be doing creditably ; but the work of others showed that they were not qualified for their position, and, taken as a whole, the proportion of indifferent teachers in the Provisional schools inspected was too large to be satisfactory, and considerably in excess of what I have been accustomed to. The best that could be said, and it applied to some of the worst and to nearly all cases, was that the failure appeared to be due to want of skill and not to want of will ; for this, however, the pupils were no better off.

Tables A, B, and C show the number and status of the teachers employed in the schools inspected. Referring to State schools only, it will be seen that all the head teachers are classified, 12 of them being in Class II., and 1 in Class I.; that the assistant teachers, with one exception (a temporary teacher), belong to Class III.; and that of the 28 assistants and 37 pupil teachers, 19 and 27, respectively, are females. It will be seen also that only a fifth of the teachers in Provisional schools have passed any stated examination under the Department, and that over two-thirds of such schools are taught by male teachers.

One head teacher (male) and one assistant teacher (female) holding Class III. rank sat for promotion into Class II. at the last general examination. The former obtained 60·7 per cent. and the latter 59·3 per cent. of full marks, results which must be regarded as creditable, but owing to failure in one or two important subjects neither candidate succeeded in passing the examination. These and other examinees similarly situated have, however, been informed that, in consequence of certain contemplated alterations in the conditions attaching to the examination for admission to Class II., they will probably be required to attempt, at the ensuing examination, only those papers in which, on this occasion, they failed to obtain 50 per cent. of marks, instead of, as hitherto, being required to attempt anew the whole of the subjects of examination.

Table A.  
TEACHERS IN STATE SCHOOLS.

Status.	Males.		Females.	
	Head Teachers.	Assistant Teachers.	Head Teachers.	Assistant Teachers.
Class I. ... ..	1	0	0	0
Class II. ... ..	11	0	1	0
Class III. ... ..	6	9	2	18
Unclassified ... ..	0	0	0	1
Total ... ..	18	9	3	19

Table B.  
PUPIL TEACHERS IN STATE SCHOOLS.

Status.	Males.	Females.
Fourth Class ... ..	2	4
Third Class ... ..	4	14
Second Class ... ..	2	4
First Class ... ..	1	5
On Probation ... ..	1	0
Total ... ..	10	27

Table C.  
TEACHERS IN PROVISIONAL SCHOOLS.

Sex.	Have passed no stated Examination.	Have passed the Examination for Admission as a Temporary Teacher under the Department.	Have held the rank of Classified Teacher under the Department.
Males ... ..	11*	2	1
Females ... ..	5	1	0
Total ... ..	16	3	1

\* One of these has passed the examination for p. t. 3.

ATTENDANCE OF PUPILS.—From Table D it will be found that the average attendance for the quarter preceding inspection was, in State schools, 71·6 per cent., in Provisional schools, 67·9 per cent. or in all schools, 71 per cent. of the total quarterly enrolment; and that the number of children examined amounted,

amounted, in State schools, to 79·4 per cent., in Provisional schools, to 76·9 per cent., or in all schools, to 79 per cent. of the number on roll at the date of inspection. As the district does not coincide with any inspected during the previous year, a comparison cannot be drawn between the attendance in 1888 and in 1889; but taken absolutely there is no reason for complaint in the above percentages, and the proportion of pupils present at inspection may indeed be regarded as decidedly satisfactory.

Table D shows also that throughout the whole district only 49·5 per cent. of the pupils enrolled were present on an average 4 days out of every 5, 52·7 per cent. of the boys and 48·3 per cent. of the girls in State school attending at this rate; and the corresponding percentages in Provisional schools being 47·3 for boys and 38·7 for girls. In this connection it will be seen by referring to Table G that at 21 of the 42 schools inspected more than half of the pupils enrolled failed to attend regularly—i.e., to attend four-fifths of their school time—and that 338 pupils, equal to 9·4 per cent. of the total enrolment, attended at the rate of less than 60 days in the half-year. From these figures it is evident that the attendance was only very moderate in *quality*, and though the broken weather during the year had something to do with this, previous experience has shown that under the most favourable conditions the number of irregular attenders is far in excess of what can be considered satisfactory.

The children of school age known to be not attending any school, though living within reasonable distance of one, amounts to 65, and no report on this point was received from Gympie or Dalby.

**CLASSIFICATION AND PROFICIENCY OF PUPILS.**—In most cases the classification was found to be at least fairly satisfactory. Promotions appeared to have been made with reasonable rapidity, though in a few instances exception had to be taken to the length of time passed in the first class. The average age of the pupils, viewed in connection with their attainments, was on the whole quite satisfactory. The proficiency shown averaged *fair* in State schools, and *slightly over moderate* in Provisional schools. Particulars in regard to the foregoing are given in Table E. It will be seen that in State schools 28·5 per cent., and in Provisional schools 26 per cent. of the pupils enrolled had reached the third class or higher at the time of inspection, the number of pupils in all schools who were still in the first and second classes being 71·8 per cent. of the enrolment. It may be mentioned also that returns received from the schools inspected showed that of 3,630 pupils on roll, 2,195 had been promoted one *draft* or more since the preceding inspection, 843 of these promotions having been to a higher *class*.

Table D.  
ATTENDANCE OF PUPILS.

	State Schools.		Provisional Schools.		Total.		Grand Total.
	Boys.	Girls.	Boys.	Girls.	Boys.	Girls.	
On roll end of quarter preceding inspection ...	1,603	1,469	302	256	1,905	1,725	3,630
Average attendance during quarter preceding inspection...	1,163·2	1,036·7	210·6	168·4	1,373·8	1,205·1	2,578·9
Attended four days out of five in quarter preceding inspection	845	709	143	99	988	808	1,796
On roll at date of inspection ...	1,548	1,412	268	221	1,816	1,633	3,449
Examined ...	1,212	1,138	210	166	1,422	1,304	2,726

Table E.  
CLASSIFICATION OF PUPILS.

Class.	On Roll at Date of Inspection.		Percentage of Enrolment.	Examined.		Average Age of Pupils on Roll at Date of Inspection.	Average Proficiency in all Subjects expressed as a Percentage.		
	Boys.	Girls.		Boys.	Girls.				
STATE SCHOOLS.									
Fifth	...	...	15	13	0·9	12	12	14·5	64·8
Fourth	...	...	172	159	11·2	135	125	13·3	58·6
Third	...	...	260	224	16·4	212	184	11·9	59·2
Second	...	...	493	438	31·4	393	378	9·9	57·4
First	...	...	608	578	40·1	460	439	7·0	61·5
Total	...	...	1,548	1,412	...	1,212	1,138	...	...
PROVISIONAL SCHOOLS.									
Fourth	...	...	15	21	7·4	12	11	13·0	51·7
Third	...	...	49	42	18·6	40	33	11·8	55·9
Second	...	...	81	76	32·1	60	59	10·4	53·3
First	...	...	123	82	41·9	98	63	7·2	54·8
Total	...	...	268	221	...	210	166	...	...
ALL SCHOOLS.									
Fifth	...	...	15	13	0·8	12	12	14·5	64·8
Fourth	...	...	187	180	10·0	147	136	13·2	56·5
Third	...	...	309	266	16·7	252	217	11·8	58·0
Second	...	...	574	514	31·5	453	437	10·2	55·7
First	...	...	731	660	40·3	558	502	7·1	58·6
Total	...	...	1,816	1,633	...	1,422	1,304	...	...

DISCIPLINE.



**DISCIPLINE.**—In the large majority of the schools, the discipline is healthy and effective, and the work runs smoothly. Corporal punishment is sometimes found to be inflicted for other than serious offences, but complaints of severity on the part of teachers are rarely made, and it is exceptional to find, as in the past year, three charges of the kind; two of these, however, broke down on investigation, and the remaining one had many extenuating circumstances connected with it. Such faults in discipline as are noted usually arise not from harsh dealing but from weakness or want of judgment in the government; instances of this were observed at three State and six Provisional schools. The pupils as a rule behaved steadily and well under inspection, and appeared anxious to maintain the good name and credit of their schools, although at two of the larger State schools some indifference to this matter was noticed.

*Order of Pupils* was reported as *excellent* in the school at Miva, and *very good* in those at Dalby (Boys), Drayton, Glencoe, Glenvale, Gowrie Creek, Gowrie Junction, Gympie One-Mile (Girls and Infants), Jondaryan, and Glenbar; *good* in 17 schools; *fairly good*, or good but not uniformly so, in 3 schools; *very fair* in 5 schools; *fair* in 4 schools; and only *moderately fair* in the schools at Bunya Creek, Gundiab, and Lagoon Pocket.

*Order of School Material and Premises.*—The amount of neatness and care with which the material is arranged, and the degree of cleanliness and taste shown in the surroundings generally, are usually satisfactory, but not invariably so. Instances of dreary walls unbrightened by maps or pictures, slovenly arranged tablets and other wall furniture, littered tables, cob-webbed and grimy windows, and neglected-looking lavatories, though exceptional, were not altogether wanting; three State schools as well as one Provisional school being undesirably conspicuous in one or more of these respects. Many of the Provisional school teachers deserve credit for the neat and cleanly appearance of their school-rooms, and the evident care taken of the material—a prominent case of this kind being at Mocatty's Corner.

**RECORDS.**—In nearly all the State schools the records were found to be creditably kept, but in the Provisional schools almost without exception they were marred by errors and omissions, generally, however, of a trifling nature. Grave defects were noted in three cases; at one State school the class roll contained many erroneous entries of attendance, and at two Provisional schools both work book and reliable time-tables were wanting; these were the same schools and the only ones in which the records had been reported as seriously defective in the preceding year. The *records of attendance* only—that is, the daily report book, class roll, and admission register—proved to be complete and accurate at 14 State and 6 Provisional schools out of 21 State and 21 Provisional schools inspected; accurate, but more or less incomplete, at 2 State and 3 Provisional schools; complete, but more or less inaccurate, at 2 State and 6 Provisional schools; and in some respects both inaccurate and incomplete at 3 State and 6 Provisional schools. The *records other than those of attendance* include time-tables, work book, teachers' time book, punishment register, and portfolio, and these were found to be quite satisfactory at 19 State and 4 Provisional schools. The *records of all kinds* were complete and accurate in every respect in the State schools at Dalby (Boys), Dalby (Girls and Infants), Gympie One-Mile (Girls and Infants), Oakey Creek, Gympie One-Mile (Boys), Gympie Two-Mile, Monkland, Gowrie Creek, Gowrie Road, Drayton, Glencoe, and Glenvale; but the only Provisional school of which this could be said was that at Mocatty's Corner. The most neatly kept records were found at the first four schools on the preceding list, and at Owanyilla, Hermitage, Glenbar, Irvingdale, Spring Valley, Bunya Saw Mills, and Black Gully.

**INSTRUCTION.—Reading.**—As a rule the words of the lessons are readily recognised and correctly pronounced; indistinct articulation is not a common fault; in most cases a fair degree of fluency is displayed. Almost invariably the poetry for recitation is perfectly known. Oral spelling gives very fair results, and moderate proficiency is shown in meanings of words and comprehension of matter. The manner in which the reading and recitation are rendered appears to receive more attention than formerly, but as regards intelligence and expression there is still much room for improvement in many schools. The plan of teaching reading in the earlier stages by monotonous repetition from a card or book, though on the decrease, is still met with, and exercises in word-building are not nearly as common as they should be. The small quantity of reading attempted in the infant drafts has been a frequent source of unfavourable comment; children are sometimes kept a week or more at a single page, their time being largely occupied, not in reading proper, but in painfully, and for the most part uselessly, committing to memory synonyms for every word on that page. Even in the upper classes the amount of reading attempted is in many cases undesirably small; repeating the same lesson over and over again, as is now frequently done, is not calculated to foster a love of reading, nor yet to make good readers, however it may answer as a means of "getting up" that particular lesson. With the introduction of a new and better series of reading books I hope to see considerable alteration in the directions I have indicated.

*Object Lessons.*—Out of 21 State schools and the same number of Provisional schools, only 7 of the former and not even one of the latter obtained a "fair" mark for this subject; while in 4 State and no less than 15 Provisional schools, the mark awarded was below "moderate." These results are not satisfactory, and the lessons must be regarded as largely failing in the special purposes they are intended to serve—those of cultivating the intelligence, and at the same time affording an agreeable break in the ordinary school work. The causes of failure have, however, been laid bare in previous reports, and there are only two matters to which I wish to direct attention at the present time. One is, that the "Elementary Science" lessons given to the highest classes appear to be selected in a very haphazard fashion, and lose fully half their value from not forming parts of a carefully thought-out and properly connected course. The other matter is the need for an alteration in the schedule requirements of the lowest drafts. The prescribed lessons on "lines and angles" and "form and colour," as almost invariably treated, are simply waste of time, and are not approached with pleasure or profit by either pupils or teachers; I know no other part of the school work so barren of useful results. In place of these lessons there might with advantage be substituted, as in the English code, easy conversation lessons on every-day objects, on common employments (those pertaining to the district having the preference), on simple facts in nature, and on familiar scenes in common life.

*Writing* continues to give the highest results obtained for any subject of instruction. In nearly all schools praiseworthy neatness and care are shown. The weakest points are a want of method and of



of system in the elementary work, and a deficiency of blackboard teaching. A few teachers need to be warned that merely overlooking the work of pupils who are writing does not constitute a writing lesson.

*Arithmetic.*—The average proficiency in the subject as a whole approaches fair in State schools, but is only slightly over moderate in Provisional schools; among the former the best work was shown at Owanyilla and Glenvale, and among the latter at Irvingdale. The mechanical operations are done with a creditable degree of accuracy in the lower drafts, though not without some resort to adventitious aids such as counting on fingers, by strokes, and the like—aids perhaps allowable at first, but not always dispensed with as soon as they should be. In the upper classes, the mechanical work is pretty accurate, any deficiency in this respect becoming the more conspicuous by reason of the needlessly circuitous methods often adopted in the advanced arithmetic. Intelligent application of the rules to the solution of problems is not commonly met with, and in many schools this important matter is either plainly neglected or badly taught. Mental arithmetic is another branch of which little that is satisfactory can be said, even a moderate standard of proficiency being reached in only ten schools. The weakness in this branch is closely connected with the failure in problems; improvement in both respects will be secured when the instruction in mental arithmetic is directed not so much to merely rendering the pupils proficient in the working of formal rules without resort to slate and pencil, as to enabling them to apply the principles of those rules to practical every-day questions; when they have been habitually practised in mental problems with small numbers, they will find no difficulty in attacking on their slates problems similarly constituted but involving much larger numbers. The following analysis of the results obtained in the different branches of arithmetic may be found instructive:—

	Tables.	Notation and Numeration.	Simple Rules.	Compound Rules.	Higher Rules.	Mental Arithmetic.
State schools ... ..	60.1	74.1	68.	53.5	54.5	45.3
Provisional schools ... ..	55.7	61.6	57.6	46.9	46.3	41.2

*Drill.*—In two-thirds of the State schools the proficiency shown ranges from “very fair” to “good,” and it rarely falls below “fair.” In Provisional schools many of the teachers are not well acquainted with drill, and the standard attained does not often reach or exceed “fair.” At most Provisional schools, however, even where the schedule requirements in the subject are not met, the pupils know sufficient drill to enable them to enter and to leave the school-room in a methodical and orderly manner, and to carry out without confusion such movements as the routine makes necessary. The utility of requiring more drill than this from Provisional schools is very doubtful. The little text-book by Captain Norman presents in a concise and handy form directions for all the movements necessary in common school drill, and is extremely helpful to many teachers; it is to be regretted that some exception can be taken to it on account of the instructions it contains differing rather widely from those used in strictly military drill.

*Music* is taught in all the State schools except Owanyilla, and gives results averaging over fair in “songs,” moderate in “theory,” and between indifferent and moderate in “sol-faing.” At most of the Provisional schools it is entirely omitted, and where attempted is usually confined to “songs.” Staffed as these schools are, it would frequently be worse than useless to insist upon music being taught, and my own practice in Provisional schools has been not to reduce the average percentage of all results where the subject has been omitted because of inability to teach it. Were music distinctly recognised as optional in Provisional schools, those teachers who like the subject and are proficient in it would doubtless continue to teach it with good results, while those who are not proficient, but conscientiously attempt to teach it because it forms part of the schedule requirements, would be freed from a task irksome to themselves and profitless, or worse, to their pupils.

*Geography* is taught with moderately fair success in State schools but in Provisional schools the average proficiency is only slightly above indifferent. The failure in the latter case is in a large measure owing to want of system and of judgment in laying out the work to be done. Mapping is not a strong point; the time allowed for this branch is usually spent in simply copying from a map, and little actual instruction appears to be given.

*Grammar.*—There is a good deal of weakness shown in this subject, the average proficiency, even in State schools, being only over moderate, while in Provisional schools it is considerably lower. The cause of failure, generally speaking, is an attempt to make memory supply the place of intelligence, as a result of which the answering is often mere guess-work, and there is an evident inability to properly apply the facts known. In very many cases, indeed, the subject, through defective treatment, loses much of its undoubted value as an intellectual exercise, and its practical worth is less than it should be, owing to its too frequent dissociation from composition. In some schools, however, grammar is well taught, and in nearly every such instance the instruction all round is of a very satisfactory character; in this connection it may be mentioned that the six schools which obtain the highest marks in arithmetic are also those which stand foremost in grammar.

*Derivation.*—The proficiency approaches fair in State schools, but is only indifferent in Provisional schools. There is little attempt at anything beyond purely rote work.

*Composition* gives on the whole satisfactory results in both State and Provisional schools. Of the various branches included under this head, the more mechanical—viz., written spelling and writing from memory—are, however, much better done than the others. In letter-writing pretty fair work is shown, but in original composition the matter and punctuation are frequently very weak.

*History.*—There is little difference in the proficiency shown in State and in Provisional schools, but owing to the subject having been omitted in several of the latter, where by Schedule V. it should have been taught, the percentage of results obtained is 50.4 in State schools as against 36.7 in Provisional schools. Judging by the answers received, the pupils are unable to analyse the facts which they learn, so as to distinguish between the more and the less important, and do not appear to receive as much help as they

they require in this direction. Australian history yields somewhat better results than English history, and has at least the advantage of giving the pupils some knowledge of modern times, though in only a limited field; in English history the events of the eighteenth and nineteenth centuries are hardly ever touched upon.

*Mechanics.*—The pupils show a moderate and purely theoretical acquaintance with the relation between the power and the weight in simple machines, but more than this is not attempted. In its wider sense mechanics embraces much that is usually comprehended under the term physics, and, so regarded, the subject could be made interesting and useful; as it is it fails to serve any desirable purpose, and its inclusion merely adds to the difficulty of planning a good working routine.

*Domestic Economy.*—The authorised text-book is far from being the best that could be found, and much of the instruction given is not of a practical nature. The lessons on treatment of snakebite, and the restoration of the apparently drowned, included in this subject, are, however, calculated to be serviceable. Two cases have come to my knowledge during the year where children are said to have saved life by promptly following the directions they had received in school in regard to these matters.

*Needlework* receives much care and attention, and is very fairly taught in most schools; those at Glenvale and Drayton being entitled to special mention for their excellence in this subject. In 12 of the 21 Provisional schools the teacher was an unmarried man, and needlework was not attempted. In the 9 Provisional schools where it was taught the results obtained were considerably lower than in State schools. This arose less from the inferior quality of the work shown than from the quantity done being, unsatisfactory, or from the requirements of Schedule V. not being fully complied with.

*Home Exercises.*—These reach, on the whole, a very fair standard in State schools and a fair standard in Provisional schools. Many of the pupils attending the latter have to do their home work with meagre and imperfect appliances, and the results obtained by them must be regarded as quite creditable. Among State schools the best home exercises were found at Gympie One-Mile (Girls and Infants), Dalby (Boys), and Owanyilla; and among Provisional schools, at Glenbar and Irvingdale.

*Drawing.*—The inclusion of this subject will serve to remove a blemish in the present school curriculum.

The percentages given in the following table express the estimate formed of the average proficiency shown in each subject of instruction by all the schools inspected. Bearing in mind that 100 per cent. denotes *excellent*; 90 per cent., *very good*; 80 per cent., *good*; 70 per cent., *very fair*; 60 per cent., *fair*; and 50 per cent., *moderate*, it will be observed that in State schools the proficiency approaches or exceeds "fair" in ten of these subjects, and falls below "moderate" in only one; while in Provisional schools it approaches or exceeds "fair" in four subjects, and falls below "moderate" in six.

Table F.  
AVERAGE PROFICIENCY IN SUBJECTS OF INSTRUCTION.

Subject.	Average Proficiency as a Percentage.		
	State Schools.	Provisional Schools.	All Schools.
Reading ... ..	59·8	57·8	58·8
Object Lessons ... ..	55·8	43·5	49·7
Writing ... ..	69·2	67·7	68·5
Arithmetic ... ..	58·6	52·3	55·5
Drill ... ..	69·0	54·0	61·5
Vocal Music ... ..	47·4	50·5*	48·3
Geography ... ..	57·1	43·8	50·5
Grammar ... ..	54·1	44·2	49·2
Derivation ... ..	57·3	41·8	49·9
Composition ... ..	64·0	62·2	63·1
History ... ..	50·4	36·7	47·2
Mechanics ... ..	50·9	...	50·9
Domestic Economy ... ..	57·1	26·0	48·4
Needlework ... ..	67·2	50·4	61·6
Home Exercises ... ..	67·4	59·3	63·3

\* Usually "songs" only.

The time available for observing the methods of instruction was unavoidably limited, but such observation as was possible, and the general character of the work done, went to show that in State schools they were on the whole fairly satisfactory, and as a rule applied with zeal and energy. In the Provisional schools more or less crude and ineffective methods were not uncommon; in such cases suggestions for improvement were made at the time of inspection, though this could not always be done as fully as was desirable, and, in addition, directions likely to prove helpful were embodied in the report sent to the teacher.

Table G gives the usual information in regard to each of the schools inspected. Amongst its various items, the "percentage of results" obtained at inspection naturally ranks as a very important one, and it is proper that it should do so, representing as it does the inspector's estimate of the general proficiency of the pupils, and therefore fairly indicating the degree of success which has attended the teaching. This item, however, must not be given undue prominence, the opinion formed in regard to the "general condition" of the school depending not on it alone, but being arrived at by taking also into account such matters as the character of the discipline; the general conduct of the pupils and their behaviour under examination; the classification in respect to age, class-time, and attainments; the fitness of the routine; the quantity of work attempted; the trustworthiness of the records; and the neatness of the school-room and appliances; in addition to which allowance has sometimes to be made for the nature of the district and the quality of the attendance.

TABLE



Table G.  
SCHOOLS IN ALPHABETICAL ORDER.

Schools.	Highest Class.	Percentage of Results	Accommodation in square feet.		On Roll at Date of Inspection.	Attendance.				Discipline.	General Condition.	Program.	Children between ages of 5 and 13, within miles, who do not		
			Inside Floors.	Verandah Floors.		Examined.	Average for Quarter preceding Inspection.		Attended 4 days out of 5.				Attend any School.	Attend at least 60 days in each year.	
							Number of Pupils.	Percentage of Enrollment.	Number of Pupils.						Percentage of Enrollment.
STATE SCHOOLS.															
Dalby (Boys) ... ..	IV.	58.9	1,152	465	90	73	59.3	72.3	37	45.1	Good in character	Promising ... ..	Fair ... ..	•	
Dalby (Girls and Infants)	IV.	57.2	1,060	1,376	91	70	63.6	68.4	48	51.6	Very fair ... ..	Moderately satisfactory	On the whole fair	•	
Drayton ... ..	V.	63.8	1,411	736	126	111	85.6	80.6	27	21.0	Fairly good ... ..	In most respects highly satisfactory	Very good ... ..	•	
Glencoe ... ..	IV.†	67.2	468	208	67	50	62.7	70.3	36	48.0	Very good ... ..	Very satisfactory	Very good ... ..	•	
Glenvale ... ..	V.	66.9	990	850	106	89	69.5	63.8	31	28.4	In most respects very good	Very satisfactory	Good ... ..	•	
Goondiwindi ... ..	IV.	63.0	1,000	800	121	83	75.5	56.3	35	20.1	Fairly good ... ..	Quite satisfactory	On the whole, good	•	
Gowrie Creek ... ..	V.	60.5	800	700	77	63	45.0	50.2	21	29.2	Very good ... ..	Satisfactory ... ..	Very fair ... ..	•	
Gowrie Junction ... ..	IV.	51.6	854	196	77	60	50.4	57.3	16	18.2	Good ... ..	Very fairly satisfactory	Fair ... ..	•	
Gowrie Road ... ..	V.	58.9	1,028	633	62	49	48.5	70.3	31	44.9	Fairly good ... ..	Fairly satisfactory	Fair ... ..	•	
Gympie Central (Boys)...	IV.	54.1	1,800	814	217	170	182.1	78.5	149	64.2	Good ... ..	On the whole, fair ...	Rapid, but frequently not sound in the subjects attempted	•	
Gympie Central (Girls and Infants)	IV.	62.9	1,920	2,292	407	206	307.0	70.1	214	48.8	Good ... ..	Quite satisfactory	Good ... ..	•	
Gympie, Monkland ...	V.	60.5	2,000	1,200	311	262	258.3	80.2	217	67.4	Satisfactory ... ..	Quite satisfactory	Steady ... ..	•	
Gympie, One-Mile (Boys)	IV.	57.0	2,120	1,220	216	176	168.9	77.1	131	59.8	Very fair, though in places weak	On the whole fair ...	In most cases fair	•	
Gympie, One-Mile (Girls and Infants)	IV.	63.2	2,200	2,538	500	387	351.3	71.5	255	51.9	Very good ... ..	Quite satisfactory	Steady ... ..	•	
Gympie, Two-Mile ...	IV.	52.1	612	560	84	73	53.0	69.2	35	39.8	Very fair ... ..	Moderate ... ..	Moderate ... ..	•	
Hermitage ... ..	IV.	56.8	540	420	41	31	36.1	75.2	26	54.2	Good ... ..	Promising ... ..	Fair ... ..	•	
Inglewood ... ..	V.†	61.7	480	510	47	39	36.6	77.7	33	70.2	Fairly good ... ..	In most respects quite satisfactory	Good ... ..	10	
Jondaryan ... ..	IV.	64.3	480	490	65	63	51.1	74.1	37	53.6	Good ... ..	Very satisfactory	Creditable ... ..	•	
Oakey Creek ... ..	IV.	54.0	480	420	60	54	51.7	77.2	49	73.1	Only fairly effective; tone needs improvement	Only moderate	Moderately fair	•	
Owanyilla ... ..	IV.	64.1	612	510	27	21	23.0	74.2	19	61.3	Good ... ..	Very satisfactory	Steady and sound	1	
Tiaro ... ..	V.	55.4	1,434	640	168	140	130.9	78.4	107	61.1	Moderate ... ..	Only moderate	Moderately fair	1	
PROVISIONAL SCHOOLS.															
Beamaraba ... ..	IV.	51.1	680	520	50	33	31.1	63.5	14	28.6	Very fair ... ..	Only moderate	Very moderate	0	
Blaxland ... ..	IV.	52.2	260	...	24	20	16.8	70.0	18	75.0	Moderate ... ..	Moderately satisfactory	On the whole fair, but uneven	0	
Black Gully ... ..	II.	47.5	200	110	10	9	4.5	45.0	0	0	Very moderate	Not satisfactory	On the whole fair in reading, writing, and arithmetic only	1	
Bunya Creek ... ..	IV.	49.5	336	...	10	18	15.6	86.1	14	77.7	Weak ... ..	Indifferent ... ..	Little sound of late	0	
Bunya Saw-mills ... ..	III.†	51.7	200	...	6	6	6.8	48.6	2	14.3	Very moderate	Not satisfactory	Fair in reading, writing, and arithmetic	6	
Deborah ... ..	III.	51.8	336	112	17	12	15.3	72.9	14	66.7	Good ... ..	Moderately satisfactory	Moderate ... ..	0	
Eel Creek... ..	III.	49.2	336	...	27	19	22.4	80.0	17	60.7	Very fair ... ..	Moderate ... ..	Indifferent in many respects	1	
Glastonbury Creek ...	IV.	50.0	308	...	23	10	16.6	71.7	7	30.4	Effective ... ..	In several respects indifferent	Only moderate, principally in the more common subjects of instruction	2	
Glenbar ... ..	III.	60.8	288	192	15	12	14.6	76.8	12	63.2	Good ... ..	Quite satisfactory	Creditable in many directions	•	
Gunalda ... ..	III.	52.7	308	176	20	25	26.8	62.3	17	39.5	Good ... ..	Fairly satisfactory	On the whole, fair	•	
Gundiah ... ..	IV.†	45.4	490	240	21	17	18.2	79.1	15	65.2	Weak ... ..	Indifferent ... ..	Some uneven ...	•	
Irvingdale ... ..	IV.	66.6	220	120	13	8	16.9	73.6	13	58.5	Effective; tone considerably improved	Very satisfactory, as far as the few pupils attending are concerned	Steady and sound	•	
Kilkivan Junction ...	IV.	51.8	336	107	20	10	17.0	68.8	14	58.8	Good ... ..	Promising ... ..	Very fair in many directions	•	
Lagoon Pocket ... ..	III.	46.8	240	...	20	20	17.6	62.9	11	39.3	Weak ... ..	Indifferent ... ..	Little real, except in the First Class	•	
Miva ... ..	III.†	60.6	300	200	23	15	18.1	67.0	12	44.4	Fairly good ... ..	Quite satisfactory	Sound ... ..	•	
Mount Bopple ... ..	IV.‡	56.0	270	84	18	14	15.8	87.8	14	77.7	Good ... ..	Very fairly satisfactory	Fair ... ..	•	
Mocatty's Corner ...	IV.	58.3	440	160	15	11	12.9	53.7	7	29.2	Fairly good ... ..	Satisfactory ... ..	Very fair ... ..	•	
North Branch ... ..	IV.	51.6	252	182	12	12	10.6	88.3	10	83.3	Very fair ... ..	Very moderate	Very moderate on the whole, and in the lower drafts decidedly slow	•	
Pioneer's Rest ... ..	III.	50.0	480	...	41	32	29.2	67.9	12	27.9	Good ... ..	Moderately satisfactory	Only moderate	1	
Springside ... ..	III.	60.7	364	195	40	37	23.0	59.0	11	28.2	Very fair ... ..	Greatly improved, and now satisfactory	Good ... ..	1	
Spring Valley ... ..	IV.	52.9	384	...	13	36	28.5	61.9	8	17.4	Fairly effective	Moderate ... ..	Moderate	0	

\* Teacher unable to report with any certainty.

† Highest class consists of but one pupil.

‡ Highest class not represented at inspection.

§ School not in operation long enough to enable report to be made.

From the preceding table it will be seen that, except at Glencoe, where the highest class inspected was a third, all the State schools had a fourth or a fifth class represented at the inspection. The State schools which obtained the highest percentages of results were Glencoe, Glenvale, Drayton, Jondaryan, Owanyilla, and Gympie One-Mile (Girls and Infants), in the order given, but creditable work was far from confined to these alone, and there were only three State schools of which the general condition ranked as low as moderate.

Among Provisional schools, the best all-round work was found at Irvingdale, but dissensions between the people and teacher there had caused more than half the pupils to be withdrawn. Next in order as regards percentages of results come the schools at Glenbar, Springside, and Miva; and of these the school at Springside deserves special mention for the marked improvement made in all directions since the preceding inspection. On the other hand, at no less than 13 of the 21 Provisional schools inspected the general condition failed to reach even a fairly satisfactory standard, the lowest place being taken by the schools at Black Gully, Bunya Saw Mills, Bunya Creek, Glastonbury Creek, Gundiah, and Lagoon Pocket.

Ten boys and 2 girls from the schools of this district competed for Grammar school scholarships at the last examination, but none of them were among the successful candidates. Of these 12 competitors the one who did best was a pupil of the Monkland School, who secured tenth place among 35 girls of whom 9 obtained scholarships.

**SCHOOL COMMITTEES.**—At 32 of the 42 schools inspected the committee neither periodically visit the school nor inspect the registers, and Gympie Two-Mile is the only school at which both these duties are stated to be regularly discharged. Some of the committees, however, take considerable interest in the schools with which they are connected, but that important part of their duties—"To use their influence with parents to induce them to send their children regularly to school" (Reg. 16, sect. 4) appears to be almost totally neglected.

I have, &c.,

A. S. KENNEDY,  
District Inspector.

The Under Secretary, Department of Public Instruction, Brisbane.

## NORTHERN DISTRICT.

## REPORT OF MR. DISTRICT INSPECTOR HARRAP.

Brisbane, March, 1890.

SIR,—I have the honour to submit to you the following General Report for the year 1889 :—

## DISTRICT.

1. LIMITS.—The Northern District was again allotted to me. This included all the schools north of 21 degrees south latitude, with the exception of those in Bowen, which, with those in Mackay and neighbourhood, were last year taken from the Northern District and added to the Central.

2. APPROPRIATION OF TIME.—The first four months of the year were occupied as follows :—Ten weeks in valuing papers written at the teachers' examination held in December of the preceding year, three weeks in writing my Annual Report and attending the conference of inspectors, and four weeks on leave of absence. From the beginning of May to the end of the year, with the exception of one week taken up in drafting examination papers and one week in superintending the annual examination of teachers at Townsville, my time was fully occupied in the work of inspection.

3. INSPECTION.—Twenty-seven State schools, 23 Provisional schools, and 5 Denominational schools were examined in detail once during the year, and 3 State schools, owing to a change of head teacher, were examined a second time. The schools in Charters Towers, Millchester, and Townsville were towards the end of the year again visited for the purpose of examining pupil teachers, and such others as intended sitting at the forthcoming examination, in reading, drill, and class teaching. The State schools at Burketown and Georgetown, and the Provisional schools at Brandon, Cape Bowling Green, Laura River, Mount Albion, Sellheim, and Tabletop were inspected for the first time. Croydon was also visited, but the State school buildings, now approaching completion, were not then commenced. The State schools at Normanton and Thursday Island, unvisited in 1888, were inspected last year. The outlying Provisional schools at Cloncurry and Richmond were left unvisited, because it was considered more desirable to inspect Charters Towers (Girls) and Charters Towers (Infants) under the new management. These schools had previously been inspected as one department.

4. SCHOOLS.—The schools in operation at the end of the year numbered 60. They may be classed as follows :—

State schools for Boys only ... ..	3
"    "    Girls " ... ..	1
"    "    Infants only ... ..	1
"    "    Girls and Infants ... ..	2
"    "    Mixed... ..	21
Provisional schools ... ..	27
Roman Catholic schools ... ..	5
Total schools of all kinds... ..	60

5. SCHOOL CHANGES.—The State school for girls and infants at Charters Towers was during the year divided into two departments, for girls and for infants respectively. New buildings for boys at Charters Towers and at Townsville Central have taken the place of the old school-rooms, and at the latter place new buildings are being erected for the girls and infants. State schools have superseded the Provisional schools at Irvinebank and Mount Albion. The State school at Croydon should shortly be opened. To provide extra accommodation at overcrowded schools, a new wing has been erected at Herberton, Hughenden, Normanton, Port Douglas, and Ravenswood, one is being added at Mundingburrah, tenders have been invited for additions to each department at Cooktown, and additions are contemplated at Ross Island. A Provisional school at the Laura, the present terminus of the Cooktown railway, has taken the place of the one previously in existence at Sandown, the late terminus, and Provisional schools have been established at Brandon and Sellheim.

6. PROJECTED SCHOOLS.—When passing by the following places I was informed that steps were being taken for the establishment of Provisional schools at Cumberland, Durham, Limestone, and near Ayr.

7. SCHOOL REQUIREMENTS.—The Provisional schools at Craiglee, Macrossan Bridge, Ravenswood Junction, and Sellheim were each found to have an average attendance of over thirty children, which is the number required by Regulation 5 (b) for the establishment of a State school. The average attendance at the Black Jack Provisional school was considerably over thirty, but the present condition of that township does not warrant its being superseded by a State school. On the other hand, the average attendance for the quarter preceding inspection was at seven State schools below thirty—Cardwell with 28·9, Ingham with 27·3, Burketown with 25·1, Ayr with 25, Watsonville with 23·3, Thursday Island with 22·6, and Geraldton with 15·9. Regarding the last five of these I can see little hope for improvement, and it is a question whether it is not desirable that they should be reduced to the rank of Provisional schools. The want of a State school at Hermit Park (Townsville) has necessitated enlargements at Mundingburrah, and it appears likely that extra accommodation will shortly be required at West Townsville. At Queenton a State school is also much needed to relieve the pressure at the schools in Charters Towers ; this, if established, should be located so as to have that effect ; for if placed on the Millchester side of the town it would not relieve these schools which are overcrowded, but it would seriously affect the attendance at Millchester where there is ample accommodation. Even with the establishment of a school at Queenton, the increasing attendance at Charters Towers will soon necessitate extensive additions, or new buildings for girls, or for the infants ; without its establishment there is a present and pressing want for these.

8. DENOMINATIONAL SCHOOLS.—Two in Charters Towers and three in Townsville were inspected and reported on.

9. INQUIRIES.—Six of these were held during the year : two regarding the establishment of State schools to supersede existing Provisional schools ; one regarding extra accommodation ; and three into complaints made against head teachers. A report on each was duly forwarded.

MATERIAL



## MATERIAL ORGANIZATION.

1. **SCHOOL-ROOMS.**—At inspection there were in State schools 37,050 square feet of floor space, and 8,396 square feet in Provisional schools. This gave 10·2 square feet for each child in average attendance at the former, and 16·5 square feet for each child at the latter, the average attendance for the quarter preceding inspection being 3,620·6 and 505·3 respectively. There was therefore in the aggregate sufficient floor space in State schools, and a superfluity in Provisional schools. At Cairns, Charters Towers (Boys), Charters Towers (Girls), Charters Towers (Infants), Cooktown (Girls), Herberton, Port Douglas, Ross Island, Mundingburrah, Normanton, Townsville Central (Girls), and Townsville West, there was, at the time of my visit, more or less overcrowding; but, as before mentioned, steps have been or are being taken at most of these places to relieve the pressure. The most serious case of overcrowding is at Charters Towers (Infants), where the accommodation provides barely 5 square feet per child in average attendance. The accommodation was also insufficient at the following Provisional schools:—Black Jack, Craiglee, and Macrossan Bridge. I cannot too strongly represent the great necessity that exists in the Northern part of this colony for very liberal floor space; 10 square feet at least (12 would not be overmuch) should be provided in all cases. One or two other matters regarding school buildings in this district also deserve attention. (a) Neither State school nor Provisional school buildings should be considered complete unless they are ceiled. From this defect the older portion of the buildings at Ravenswood and Hughenden, and almost all the Provisional school-rooms, are rendered almost unbearable during the hot summer months; even at my short visits I have found it extremely trying, but the teachers who are always there complain of headaches and other discomforts; successful teaching in these overheated rooms is next to an impossibility. (b) In adding wings to already existing school-rooms a space should be left between them, in order to obtain all the available light and ventilation possible; the want of this is felt at Hughenden and Normanton. (c) It is desirable that there should be added to the present conditions for the establishment of Provisional schools that, in addition to ceiled rooms before mentioned, there should be provided verandas, wooden floors, and at least one large tank. Five of these school-rooms had no veranda, and eleven others had one in front only; three had earthen floors; and only nine had each one tank, which was generally a very small one.

State school buildings were in good condition, and very few even required painting. The recently erected Provisional school-rooms are of a better type than formerly, those at Brandon, Craiglee, and Sellheim being particularly suitable and convenient; many of the others, such as Nigger Creek, Ravenswood Junction, and Rishton, are very inferior structures; they are in most cases, however, as good as the means of the residents will allow. Generally speaking the furniture and teaching material were in State schools sufficient in quantity, were in good condition, and were well taken care of. The furniture in Provisional schools was often defective, both in quantity and quality—packing cases serving for tables and presses; primitive and often inconvenient desks and seats, cumbersome blackboards, &c. At some of these schools the books and maps have not been so carefully looked after as they could have been; at others, from the defective presses, it is an impossibility to protect them. At Ravenswood Junction both maps and reading tablets had been kept in a corner of the school-room, and were found to be perfectly useless owing to the ravages of white ants. The following requirements were reported by head teachers in the general return:—Easels at five State schools, blackboards at three, maps and books at three, a chair at four, a press at two, a table at one, seats at four, locks and keys at three extra hat-pegs at five, and small repairs here and there. I gave authority to head teachers to have the more pressing of these wants supplied, where the total cost at any school did not exceed £5.

2. **TEACHERS' RESIDENCES.**—At Burketown, Kamerunga, Maytown, and Port Douglas there was no residence; but plans are being prepared for one at the last-named place. That at Ravenswood has been enlarged, and the one at Mundingburrah is being enlarged. Those at Hughenden and Ross Island have been partially lined and ceiled, and the former painted. They have been painted at Millichester and Normanton, and they need painting at Cairns and Herberton. The residence at Charters Towers (Boys) is perhaps the smallest and most inconvenient in the whole district; it is too close to and is out of keeping with the new and handsome school buildings. The change of teachers at Millichester has rendered the enlargement of the residence there unnecessary. Most residences are now supplied with a separate kitchen. One of the old buildings at Charters Towers (Boys) is, I understand, to be removed to the girls' school grounds and turned into a caretaker's cottage with rooms for the female assistant teachers. This should enable the valuable school property to be better protected, and should prove a boon to the teachers. The accommodation provided for Provisional school teachers is, as a rule, very inferior.

3. **WATER SUPPLY.**—Extra tanks have been supplied to several State schools during the year, and there are now very few places where there is not a good supply of water in ordinary seasons. Last year was an exceptionally dry one in the North, and here and there the supply of water had failed. Comparatively few Provisional schools were found provided with even one tank.

4. **OUTHOUSES.**—There was no accommodation for the teachers at Ross Island, and that for the boys was insufficient; it was also insufficient at Townsville Central (Girls), but this defect will doubtless be remedied when the new school buildings are erected. A new closet for the boys was needed at Port Douglas. Defective pipes were found at several schools, and full pits at others, causing a disagreeable nuisance to exist. As a general rule little fault could be found regarding their cleanliness. At Provisional schools they were generally more or less unsatisfactory, being in a disgraceful condition at Blackfellow's Creek, Craiglee, Eglinton, Flaggy, Halifax, Houghton Valley, Laura, Ravenswood Junction, and Tabletop; and in want of repairs at Kingsborough, Nigger Creek, and Ross River. At a later period those at Ravenswood Junction were found repaired and clean.

5. **GROUNDS.**—Some levelling has taken place at Ravenswood and Charters Towers (Girls), but further improvements are, in the interests of the children, very desirable. At Townsville Central the lower portion is swampy and needs draining. Those at Cairns, Geraldton, and Port Douglas are becoming covered with *sida retusa* and Chinese burr; and at the North Townsville and Watsonville with a young growth of brushwood which provides a good harbour for snakes. The playground at Cooktown (Boys) has been enlarged, and the new part requires clearing and levelling. A few native trees have been left at Cairns and Normanton, but at most other places the grounds are completely bare. A stool of bamboos at Townsville Central, a few shade trees at Herberton, Ingham, Mundingburrah, Port Douglas,



Douglas, Ross Island, and West Townsville represented all the tree-planting in this district, where it should be universal. Pretty and well cared for gardens were noticed at Ayr, Cairns, Cardwell, Herberton, Ingham, and Ross Island; these would be more general if school committees would only fence off a piece of ground round the teacher's residence. Shelter-sheds are now provided at most State schools; some had two, but the following had none:—Burketown, Georgetown, Geraldton, North Townsville, and Thursday Island. At Cairns and Charters Towers (Boys) none are required, as the school buildings are placed on high blocks. The floors of most play-sheds are composed of loose sand, which renders them uncomfortable and almost useless in windy weather; they should be replaced with one of concrete or asphalt. There were no sheds at Provisional schools except at Brandon and Halifax.

6. FENCES.—At Charters Towers (Boys) they were in very bad condition, and extensive repairs were required at Cairns, Port Douglas, and Ravenswood. Those at Cooktown and Townsville Central, which were in poor condition in 1888, have been put into good order. Goats are a great nuisance in many Northern towns, and their presence is very disagreeably felt where the fences are in want of repairs; this was particularly the case at Charters Towers and Ravenswood. Material for fencing at Georgetown was being brought on the ground at the time of my visit, and tenders had been invited for fencing at Cardwell. No steps had been taken to fence in the grounds at Burketown, Geraldton, Maytown, North Townsville, Thursday Island, and Watsonville. The Provisional school grounds at Ross River and Thornborough are fenced.

7. LAVATORIES AND HAT ROOMS.—At most Provisional schools washing hands or faces at the midday recess is an impossibility, on account of there being no supply of water. Four of these schools were also unprovided with hat-pegs. Little fault could be found at most State schools regarding the provision made for securing cleanliness; at a few of them, however, neither soap nor towels were provided, and the buckets and basins had become receptacles for hats and dinner papers. At several schools it was found necessary to authorise the head teacher to have extra hat-pegs fixed, or others rearranged, on account of their being fixed either too closely together or quite out of reach of the children generally.

8. LARGE SCHOOL BELLS have been provided at Ayr, Cardwell, and Mundingburrah; these are reported as being useful in securing punctual attendance.

#### INTERNAL ORGANIZATION.

1. STATE SCHOOL TEACHERS.—At the time of my visit to the several schools there were employed 129 teachers, consisting of 24 male and 5 female head teachers, 23 male and 31 female assistant teachers, and 10 male and 36 female pupil teachers. There was at the same time an average attendance of 3,602 pupils, which gives an average of 28 pupils to each teacher. This is a slight increase on that for last year, when it was 26 pupils per teacher. The following large schools were comparatively over-staffed:—Hughenden with 21·2 pupils per teacher, Port Douglas with 23·1, Herberton with 25, Ravenswood with 25·3, Townsville Central (Boys) with 26·6, and Mundingburrah with 27·6. The staff at Hughenden was, however, composed chiefly of young teachers; the pupil teacher at Port Douglas and at Townsville Central was of little use, and both have since left the service; the staff at Ravenswood has been reduced; and the attendance at Mundingburrah has largely increased, so that at Herberton only may the staff be considered as being above the average strength. On the other hand, several schools had an average of 30 or more pupils per teacher—Normanton with 40, Charters Towers (Infants) with 37·2, West Townsville with 34, Millchester with 31·6, Charters Towers (Boys) and Charters Towers (Girls) each with 30. Since inspection the staff has been increased or re-arranged at most of these places. At most Northern towns it does not appear possible to secure boys at pupil teachers who will remain more than two or three years; they drift into stores and offices, where the hours are shorter and the pay is greater. Of the ten male pupil teachers reported in Table B as being employed during the year two at least have left; and of the rest, six are centred in Charters Towers, and none in Townsville. One unclassified teacher presented herself at the last examination for the position of teacher of the third class; but out of 53 head and assistant teachers now in the third class, only three were sufficiently ambitious to attempt the examination for the position of teacher of the second class; fifteen of these have been in the upper division of the third class for some time (some for years), and this examination prevents their further progress. The very stringent rule that "Candidates for Class II. who fail in any one of the following subject:—Arithmetic, geography, grammar, needlework, and the *alternative subject* (mathematics or Latin); or who fail in any three other subjects, will not be promoted without further examination" acts as a deterrent. So few pass the examination that the majority of third class teachers consider the attempt is certain to result in failure; they lose heart, put off the evil day from year to year, and most of them give it up altogether. A reference to Table G shows that the general condition of State schools was, with few exceptions, satisfactory; and where unsatisfactory it was generally for reasons beyond the control of the present teachers. The various members of the staff were found working harmoniously together, except at Ross Island; at a subsequent visit to this school I found that the change of head teacher had resulted in restoring good fellowship. Assistant teachers generally have worked steadily and honestly throughout the year, have taken a lively interest in their work, and in the welfare of the children, and have shared equally with the head teacher the anxiety for satisfactory results at the annual examination of their pupils. In some schools, however, much more use might be made of them than that of simple class teaching. I see no reason why they should not be placed in charge of sections of the school, and be held responsible for the discipline and good order both of pupils and young pupil teachers. These latter were, as a body, spoken well of by their respective head teachers, both as regards their work in school, their conduct outside, and their studies at home; one here and there was found to be almost useless as a teacher. I am of opinion that neither boy nor girl should be employed without having previously served some time as a paid monitor or monitress; and then only on the head teacher's certificate that he or she has been proved to be willing, earnest, and fit for the position. This would prevent weeds from getting into the service, the getting rid of whom afterwards being both a difficult and delicate matter. A change of head teachers took place at eleven schools during the year.

2. PROVISIONAL SCHOOL TEACHERS.—These were on the whole discharging their duties honestly and to the best of their ability; four of them were classified teachers, and the general condition of their respective schools was not inferior to that of State schools of similar size. A few of them attempted little

little more than the three R's, which was about the extent of their own capabilities. The schools in charge of female teachers were generally the better taught and the better disciplined. Clause 78 of the Regulations says—"It is expected that the aid granted by the Minister will be supplemented by local contributions." As a general rule the salary paid by the Department is the only one received by the teacher, and this is too small to attract good men. If local committees were compelled to supplement the salary, instead of being simply expected to do so, or if the Department provided the whole of it, there would very probably be found a better class of Provisional school teachers; there would at least be found a more contented class. The inferior accommodation generally provided for these teachers is another serious cause for complaint.

Table A.  
TEACHERS IN STATE SCHOOLS.

Status.	Males.		Females.	
	Head Teachers.	Assistant Teachers.	Head Teachers.	Assistant Teachers.
Class I. ....	0	0	0	0
Class II. ....	16	5	3	0
Class III. ....	7	17	2	27
Unclassified ...	1	1	0	4

Table B.  
PUPIL TEACHERS IN STATE SCHOOLS.

Status.	Males.	Females.
Fourth Class ...	0	12
Third Class ...	1	8
Second Class ...	4	8
First Class ...	1	5
On Probation ...	4	3

Table C.  
TEACHERS IN PROVISIONAL SCHOOLS.

Sex.	Have passed no stated Examination.	Have passed the Examination for Admission as a Temporary Teacher under the Department.	Have held the rank of Classified Teacher under the Department.
Males ...	8	0	4
Females ...	12	1	0

3. PUPILS.—The enrolment for the quarter preceding inspection was in State schools 2,759 boys and 2,477 girls; and in Provisional schools 390 boys and 353 girls, giving a total enrolment of 5,979 pupils. During the same quarter the average attendance was in State schools—boys, 1941.1, or 70.3 per cent. of the enrolment; girls, 1,679.5, or 67.7 per cent.; and in Provisional schools—boys, 263.8, or 67.6 per cent.; and girls, 241.5, or 68.4 per cent. From these numbers it may be seen that in towns the boys were more regular in their attendance at school than were the girls, while in the country it was the reverse. At date of inspection 2,635 boys and 2,384 girls were enrolled in State schools, and 397 boys and 356 girls in Provisional schools; of the former, 1,945 boys and 1,804 girls were examined, and of the latter 315 boys and 271 girls; the numbers examined being 74.6 per cent. of the enrolment in State schools, and 77.8 per cent. in Provisional schools.

The *quality* of the attendance (four days out of five) varied very considerably, ranging from 25.9 per cent. of the enrolment at Geraldton to 82.1 per cent. at Burketown; and in Provisional schools from 15.1 per cent. at Tabletop to 100 per cent. at the Laura. Sickness, extending over a lengthened period, affected the attendance at some schools, particularly at Herberton and Port Douglas. The attendance had improved at nine schools, while at the rest it had either remained stationary or had deteriorated. Cooktown (Boys) had fallen from 76.2 per cent. in 1888 to 59.2 per cent. last year; while Cooktown (Girls) had risen from 59.2 per cent. to 69.5 per cent. during the same period. The same occurred at Townsville Central schools, the boys falling from 71.7 per cent. to 55 per cent., and the girls rising from 51.5 per cent. to 55.9 per cent. Ross Island school was the worst attended in Townsville; among schools for girls and infants, the one at Charters Towers occupied the lowest position. The attendance at all schools in Townsville and Charters Towers was comparatively low, inviting the carrying into effect the compulsory clauses of the Education Act. Taking the Northern District as a whole, out of 5,979 pupils enrolled during the quarter preceding inspection, only 2,942, or barely 50 per cent., attended school at the rate of four days out of five, a condition of affairs which cannot be regarded as satisfactory. The number of children whose education was reported as being wholly or partially neglected was 558. This number is approximately correct only so far as it refers to those parts of the district where head teachers made a report. Table G shows that the teachers of several large schools made no report. I can therefore come to no other conclusion than that of last year—namely, that this number falls far short of what are the actual facts.

Four boys and one girl in this district succeeded at the last examination in obtaining Grammar school scholarships—Burketown, Charters Towers (Boys), Cooktown (Boys), Port Douglas, and Ravenswood being each represented by one successful pupil. Four pupils were presented from Townsville, but none were successful; and the same non-success overtook the eight candidates from three State schools in this town who presented themselves for the position of pupil teacher of the first class. Nine candidates were presented from Charters Towers, of whom seven were successful; and ten were presented from



from other towns in the district, and of these seven passed. It may be that there are other positions more tempting in Townsville than in the other Northern towns, and that therefore the best pupils do not present themselves for the position of pupil teacher.

Table D.  
ATTENDANCE OF PUPILS.

	State Schools.		Provisional Schools.		Total.		Grand Total.
	Boys.	Girls.	Boys.	Girls.	Boys.	Girls.	
On roll, end of quarter preceding inspection	2,759	2,477	390	353	3,149	2,830	5,979
Average attendance during quarter preceding inspection	1,941.1	1,679.5	263.8	241.5	2,204.9	2,921	4,125.9
Attended four days out of five in quarter preceding inspection	1,407	1,130	223	182	1,630	1,312	2,942
On roll at date of inspection	2,635	2,384	397	356	3,032	2,740	5,772
Examined	1,945	1,804	315	271	2,260	2,075	4,335

4. CLASSIFICATION.—This, so far as it refers to the average age and the attainments of the pupils, was generally very satisfactory in State schools, and more or less so in Provisional schools. Table E gives the classification of the pupils who were enrolled at date of inspection. It will be seen that 75.9 per cent. of the enrolment in State schools, and 85.3 per cent. in Provisional schools, were in classes below the third, and therefore engaged in purely elementary work. In four State schools a third class was the highest; in five the highest was a fifth; and in the remainder a fourth. In Provisional schools, six had a fourth, sixteen had a third, and the rest had a second for the highest class. The fourth class in the latter schools, that at Black Jack excepted, was not worthy the name; the extra subjects required to be taught this class had either been altogether ignored or had been taught very indifferently. Few of the teachers of these schools are competent to teach the higher branches of Schedule V, and they therefore should strive at securing a good third class rather than an indifferent fourth; as a general rule the drafts are sufficiently numerous without a fourth class, and the time required for it could be far better spent by devoting it to the younger classes.

Table E.  
CLASSIFICATION OF PUPILS.

Class.	On Roll at date of Inspection.		Percentage of Enrolment.	Examined.		Average Age of Pupils on Roll at date of Inspection.	Average Proficiency in all Subjects expressed as a Percentage.
	Boys.	Girls.		Boys.	Girls.		
STATE SCHOOLS.							
Fifth	...	...	...	...	...	...	...
Fourth	...	...	...	...	...	...	...
Third	...	...	...	...	...	...	...
Second	...	...	...	...	...	...	...
First	...	...	...	...	...	...	...
Total	...	...	...	...	...	...	...
PROVISIONAL SCHOOLS.							
Fourth	...	...	...	...	...	...	...
Third	...	...	...	...	...	...	...
Second	...	...	...	...	...	...	...
First	...	...	...	...	...	...	...
Total	...	...	...	...	...	...	...

5. DISCIPLINE.—This was generally quite satisfactory in State schools, and fairly so in Provisional schools. In the former it was reported as *very good* in ten schools; *good* in ten; *very fair* in six; *fair* in two, and *moderate* in one. In the latter, *very good* in one school; *good* in five; *very fair* in nine; *fair* in five; *moderate* in two; and *indifferent* in three. Exceptional harshness or weakness was seldom met with, and resorting to the cane for trifling offences has almost died out. The orderly marching and class changes were creditable features in most schools, and particularly so when where these were accompanied by songs, or lively marches played on the piano: where the latter is the case, the children are ready to commence the next lesson cheerfully, willingly, and with renewed energy. Little fault could be found with the internal arrangements of school-rooms generally, and much praise was due to many teachers, not only for the clean and tidy condition of the rooms, but for their often attractive features in the shape of flowers, pictures, &c. These may be considered by some to be small and unimportant matters, but they all tend to make school life attractive and pleasing to the children, and cannot but be very beneficial in implanting in their minds a love for neatness and order. The hat arrangements and the condition of the lavatories were unsatisfactory here and there, and at a few places the playgrounds were found littered with dinner papers. Noise and disorder were rarely met with, and acts of dishonesty at examination even more rarely.

6. RECORDS.—The general instructions regarding these are so clear and plain, that there can be little or no excuse for teachers with any experience not being able to have their records reported as correct and complete, but they could be so reported at twelve schools only. The errors or omissions were as a general rule trifling and unimportant, and were merely acts of forgetfulness or hurry. At one State school and four Provisional schools the records were in such a condition, however, that it was quite impossible to furnish a trustworthy general return. The errors, &c., were fairly well distributed over all the records, but without going into each in detail, it may be sufficient to take the admission register as an example. *Re-admissions* and *lefts* were found imposed at nine schools, and *promotions* at twelve.

7. INSTRUCTION.

7. INSTRUCTION.—The results in five subjects ranged from *moderate* to *fair*, while in two others they did not even reach *moderate*. This want of success may be ascribed to defective teaching, and to non-preparation of lessons, rather than to a want of energy. The following method was found adopted by some teachers even in the largest and best schools:—The teacher with text-book in hand reads the subject-matter of the lesson sentence by sentence, the children repeating it listlessly, carelessly, and monotonously; and the lesson ends without their knowing much and caring less of what has been read and repeated. A little may be remembered, but the time has been well nigh wasted. *Reading, object lessons, grammar, and geography*, all suffered alike from non-preparation. The remedies are:—(a) Teaching young teachers how to teach by the aid of criticism lessons and by example; and (b) the head teacher keeping all text books under lock and key during school hours, which would necessitate the preparation of lessons at home, and the teachers, knowing the subject, could then teach it.

*Reading* was fluent, with an inclination to hurry in the lower classes, caused by the simplicity of the lessons, and by the small amount gone over each fortnight. The lessons for the upper second class are more difficult, and here was found some hesitation, and little intelligence; these defects were noticed in the upper classes, but in a lesser degree. The present series of reading books contain many long and not very interesting lessons, and to these may be ascribed some of the non-success in this subject, but the greater share more properly belongs to the non-preparation of the lessons by the teacher at home. *Reading* was particularly fluent and intelligent at Herberton and Port Douglas.

*Writing* produced *very fair* results. In many schools it was very plain and neat in the copy-books, but it was not an imitation of the headlines. Young teachers are too often allowed to set copies on the blackboard according to their own individual taste, resulting in several styles of writing being taught in the same school. At Thursday Island, Townsville Central (Girls), Charters Towers (Boys), and at a few other schools the writing was very satisfactory.

*Arithmetic*.—*Fair* results were obtained in State schools, but only *moderate* in Provisional. *Practical problems, bills of parcels, and mental arithmetic* were the weakest features. Results in advance of *very fair* were reached at North Townsville, Millchester, Watsonville, and Herberton. A few others closely approached these.

*Object Lessons*.—The results ranged from *moderate* to *fair*. The memory work was in advance of the intelligence shown. On the children reproducing on slates what they remembered of these lessons, it was seen how often they had been taught word for word from a text book. Townsville Central (Boys), Port Douglas, and Mundingburrah took the lead in this subject.

*Drill* was well taught in most schools, but *history* in few. In teaching history many teachers prefer following their own inclinations rather than the lines laid down in Schedule V. The subject had been well taught at Cooktown (Girls) and West Townsville.

*Geography* closely approached *very fair* results, physical and mathematical being the weaker branches. Maps drawn from memory were generally very satisfactory. The schools at Cardwell, Townsville West, Thursday Island, and Herberton were the more advanced.

*Grammar*.—The results were slightly in advance of *fair* in State schools. In Provisional schools *very little* was attempted beyond learning the definitions of the parts of speech, and pointing them out in easy sentences. The subject had been best taught at Herberton, Port Douglas, and Cardwell.

*Music*.—Theory and sol-faing produced *very poor* results, but the singing of songs was *very satisfactory* in most schools. Sufficient time cannot be afforded to teach the whole subject thoroughly well, and few teachers have the necessary ability and taste for its successful teaching; they appreciate the value of songs, but consider the time wasted so far as regards the two other branches. Attempts have been made by some teachers during the year to substitute the tonic sol-fa system for that laid down in Schedule V., namely, the staff notation. If teachers were allowed the option of teaching either system, the results would in my opinion be even more unsatisfactory than they are at present. The constant transfer of teachers from school to school would make the teaching of music an almost complete failure. Given the same conditions—ability of the teacher, capacity of the children, and the time devoted to its teaching—and there would be little difference in the results.

*Sewing and Home Exercises* obtained results approaching *very fair*, being mechanical in their nature. They were, next to writing, the best taught subjects in school. *Sewing* was exceptionally creditable at Thursday Island, Cooktown (Girls), Herberton, North Townsville, and Townsville Central (Girls); and *Home Exercises* at Port Douglas, Herberton, Thursday Island, Cooktown (Girls), and Townsville Central (Girls).

Table F.  
AVERAGE PROFICIENCY IN SUBJECTS OF INSTRUCTION.

Subject.	Average Proficiency as a Percentage.		
	State Schools.	Provisional Schools.	All Schools.
Reading ... ..	63.3	57.2	60.6
Object Lessons ... ..	55.9	49.2	53.0
Writing ... ..	73.6	67.4	70.8
Arithmetic ... ..	60.1	54.2	57.5
Drill ... ..	64.8	53.3	60.8
Vocal Music ... ..	47.4	*46.3	47.1
Geography ... ..	59.6	50.9	55.7
Grammar ... ..	61.7	51.9	57.7
Derivation ... ..	63.8	62.1	63.3
Composition ... ..	66.7	+63.9	65.5
History ... ..	55.3	...	53.3
Mechanics ... ..	39.6	...	39.6
Domestic Economy ... ..	62.9	...	62.9
Needlework ... ..	71.7	66.0	69.5
Home Exercises ... ..	65.6	60.8	63.5

\* Songs only.

+ Little beyond written spelling and letter-writing. Table G gives certain particulars, more or less valuable, regarding each school; considered as a means for making comparisons between the various schools its value is limited; many things must be taken into consideration before a correct estimate of any school can be arrived at, such as: Age of children, time in class, kind of attendance, kind of school, strength of staff, and others.

Table



Table G gives certain particulars more or less valuable regarding each school. Considered as means for making comparisons between the various schools its value is limited. Many things must be taken into consideration before a correct estimate of any school can be arrived at, such as, age of children, time in class, kind of attendance, kind of school, strength of staff, and others.

Table G.  
SCHOOLS IN ALPHABETICAL ORDER.

Schools.	Highest Class.	Percentage of Results.	Accommodation in square feet.		Attendance.						Discipline.	General Condition.	Progress.	Children between the ages of 5 and 13, within 2 miles, who do not	
			Inside Floors.	Verandah Floors.	On Roll at Date of Inspection.	Examined.	Average for Quarter preceding Inspection.		Attended 4 days out of 5.					Attend any School.	Attend at least 60 days in each half-year.
							Number of Pupils.	Percentage of Enrolment.	Number of Pupils.	Percentage of Enrolment.					
STATE SCHOOLS.															
Ayr	IV.	51.4	494	364	29	27	25.0	69.4	18	48.7	Moderate	Moderately satisfactory	Moderate	0	0
Burketown	IV.	58.1	450	450	29	25	25.1	89.6	23	82.1	Very good	Satisfactory	Good	1	0
Cairns	IV.	63.5	1,800	1,120	250	205	109.9	71.9	140	50.3	Very good	Very satisfactory	Good	8	29
Cardwell	III.	62.6	700	525	39	36	28.9	78.1	28	75.6	Fair	Satisfactory	Fair	0	0
Charters Towers (Boys)	V.	61.7	1,800	1,440	519	363	300.2	71.3	256	46.8	Very good	Very satisfactory	Good	*	*
Charters Towers (Girls and Infants)	V.	60.1	4,200	3,040	900	683	618.4	63.4	347	35.5	Very good	Satisfactory	Very fair	*	250
Charters Towers (Girls)	V.	61.1	2,440	1,320	421	290	284.2	64.1	119	23.8	Good generally	Satisfactory	Good	*	*
Charters Towers (Infants)	I.	73.3	1,760	1,520	563	370	338.7	57.3	192	32.5	Very good	Very satisfactory	Very good	*	*
Cooktown (Boys)	IV.	63.1	1,000	800	107	88	86.2	72.4	71	59.6	Very fair	Satisfactory	Very fair	*	*
Cooktown (Girls and Infants)	IV.	62.9	1,200	1,764	206	174	153.2	76.6	139	69.5	Very good	Satisfactory	Very fair	*	*
Georgetown	IV.	58.4	540	864	45	38	32.6	65.4	29	58.0	Very good	Satisfactory	Fair	0	0
Geraldton	III.	59.8	700	560	21	17	15.9	58.9	7	25.9	Good	Fairly satisfactory	Fair	0	4
Herberton	IV.	69.6	950	800	136	107	101.8	61.7	162	37.5	Very good	Very satisfactory	Very good	0	3
Hughenden	IV.	62.5	1,442	893	164	112	116.1	69.9	93	56.0	Good	Satisfactory	Good	1	9
Ingham	IV.	51.1	612	560	41	38	27.3	53.7	16	32.7	Very fair	Not quite satisfactory	Very slow and very little	0	0
Kamerunga	IV.	61.4	1,000	...	82	62	52.7	62.1	31	37.6	Very fair	Satisfactory	Fair	0	0
Maytown	IV.	61.2	494	328	40	42	35.2	81.2	34	72.3	Very good	Very satisfactory	Good	0	5
Millicent	IV.	60.1	1,700	928	204	173	158.4	76.1	127	61.0	Very fair	Satisfactory	Very fair	*	17
Mundiburrah	IV.	65.0	1,000	800	136	132	110.6	74.6	90	69.8	Very good	Satisfactory	Good	0	0
Normanton	IV.	57.1	1,432	1,024	226	158	156.1	71.2	145	66.2	Very fair	Satisfactory	Very fair	20	30
Port Douglas	IV.	70.2	594	1,040	81	71	72.2	74.4	137	38.1	Very good	Very satisfactory	Very good	0	0
Ravenswood	IV.	62.5	2,600	1,020	292	238	237.9	71.0	166	49.5	Good	Satisfactory	Very fair	0	26
Ross Island	V.	55.8	2,000	1,488	321	214	207.1	64.2	104	32.2	Fair	Unsatisfactory	But moderate	43	74
Ross Is and	IV.	64.3	...	...	344	247	227.1	64.7	128	36.4	Good generally	Satisfactory	Good	*	*
Thursday Island	IV.	66.0	549	488	27	21	22.6	77.9	23	79.3	Good	Satisfactory	Good	*	*
Townsville Central (Boys)	V.	61.2	2,156	975	198	131	133.0	73.0	100	55.0	Very fair	Moderately satisfactory	Moderate	*	15
Townsville Central (Girls and Infants)	V.	63.9	1,720	1,220	307	236	222.6	71.5	171	55.9	Good	Satisfactory	Very fair	*	*
Townsville North	III.	66.5	1,281	976	48	36	35.9	71.0	33	66.0	Good	Satisfactory	Good	*	*
Townsville West	IV.	64.6	3,094	2,021	404	284	305.0	75.5	232	57.4	Good	Satisfactory	Very fair	*	45
Watsonville	III.	68.0	700	560	29	28	23.3	70.9	24	72.7	Good	Very satisfactory	Good	1	1
PROVISIONAL SCHOOLS.															
Blackfellow's Creek	III.	50.4	288	192	23	16	13.8	60.0	5	21.7	Fair	Not satisfactory	Very little	1	1
Black Jack	IV.	61.8	360	394	90	66	55.4	58.5	129	30.8	Good	Very satisfactory	Good	3	7
Brandon	II.	69.2	330	333	22	15	17.3	69.2	8	32.0	Very fair	Satisfactory	Good	0	0
Cape Bowling Green	III.	49.4	126	66	8	8	5.6	70.0	5	62.5	Moderate	Not satisfactory	Very little	0	0
Cloncurry	...	...	Not examined.	...	...	...	...	...	...	...	...	...	...	...	...
Craiglee	III.	62.6	390	216	45	40	38.4	80.0	26	54.1	Very fair	Satisfactory	Good	0	0
Double Barrel	IV.	51.7	351	234	20	19	17.6	80.0	19	83.3	Fair	Moderately satisfactory	Moderate	1	2
Evelton	III.	57.7	290	415	31	28	16.8	62.2	17	62.9	Very fair	Generally satisfactory	Moderate	0	0
Flaggy	III.	44.2	189	210	14	12	12.0	85.7	11	78.5	Indifferent	Not satisfactory	Very little	1	2
Halifax	IV.	51.3	330	420	43	32	21.9	59.2	18	48.6	Very fair	Moderately satisfactory	Some	0	0
Houghton Valley	III.	52.2	300	200	15	14	13.6	90.6	13	88.6	Moderate	Not satisfactory	Little or none	0	0
Irvinebank	III.	66.0	600	...	36	28	32.8	74.5	27	61.3	Very good	Very satisfactory	Good	4	5
Kingsborough	III.	52.9	432	336	19	18	16.9	79.5	13	65.0	Fair	Moderately satisfactory	Little	0	0
Laura	III.	57.3	280	120	20	18	13.7	72.1	19	100.0	Fair	Moderately satisfactory	Some	0	0
Macrossan Bridge	III.	60.8	294	147	55	30	32.0	67.3	30	61.2	Good	Satisfactory	Very fair	0	0
Marton	III.	55.4	308	396	17	17	12.7	70.5	9	56.2	Good	Satisfactory	Very fair	0	0
Mount Albion	IV.	62.3	280	...	49	36	35.5	67.0	30	56.6	Very fair	Moderately satisfactory	Some	1	2
Nigger Creek	III.	59.9	240	...	28	25	17.0	50.0	111	32.4	Very fair	Satisfactory	Fair	0	0
Pentland	II.	57.2	432	...	26	18	18.7	55.0	23	67.6	Indifferent	Moderately satisfactory	Some	3	0
Ravenswood Junction	III.	67.3	400	120	35	30	29.9	87.9	28	82.3	Very fair	Very satisfactory	Good	0	0
Richmond	...	...	Not examined.	...	...	...	...	...	...	...	...	...	...	...	...
Rishton	IV.	50.6	288	168	30	23	24.3	78.4	23	74.2	Very fair	Moderately satisfactory	Little	0	0
Ross River	IV.	57.5	240	80	28	20	12.6	52.5	6	25.0	Fair	Improving	Making some	0	0
Seaforth	III.	58.0	180	...	15	15	14.6	85.8	14	82.3	Good	Satisfactory	Very fair	0	0
Sellheim	III.	64.9	648	...	43	28	14	...	5	...	Very fair	Satisfactory	Making good	...	...
Tabletop	II.	54.6	240	150	26	13	14.7	44.8	5	15.1	Good	Fairly satisfactory	Good	4	13
Thornborough	III.	53.3	600	900	17	17	17.5	79.5	16	72.7	Indifferent	Moderately satisfactory	Moderate	0	0

\* Teacher does not report. † Much sickness during quarter preceding inspection. ‡ Blight had been prevalent. †† Had been in operation a few weeks only.

I have, &c.,

GEORGE HARRAP,  
District Inspector.

The Under Secretary, Department of Public Instruction, Brisbane.



## SOUTH AND CENTRAL INTERIOR DISTRICT.

## REPORT OF MR. DISTRICT INSPECTOR CANNY.

South Brisbane, March, 1890.

SIR,—I have the honour to submit the following General Report for the year 1889:—

## DISTRICT.

The district assigned to me during the year 1889 embraced the schools along the South Western Railway from Warra to Charleville, including the schools at Taroom, Surat, and St. George; from Charleville westward to Thargomindah and Windorah, and thence northward to Isisford and Winton; from Barcaldine along the Central Railway to Gracemere, including the schools at Springsure and Rolleston, and those in the district of Clermont.

**DUTIES.**—Entering on duty on the 29th January, I was engaged thence till the 17th March in valuing examination papers. One week was spent in attending the Inspectors' Conference. During the first week in April I was laid up from the effects of an accident, and from that time until the end of the year, with the exception of one week's holiday, I was occupied in the work of inspection, in setting examination papers, and in presiding at the examination of teachers held at Warwick.

**INSPECTION.**—There were in all 58 schools on my official list, including 30 State schools, 27 Provisional schools, and 1 Roman Catholic school. Two Provisional schools—one at Bollon and one at Rosewood Crossing (Wycarba)—were not inspected. Unfavourable weather prevented the inspection of the school at Bollon, and the school at Rosewood Crossing was closed at the time of my visit. The other schools on my list were duly inspected, and second visits were paid to the schools at Charleville and Roma.

## MATERIAL ORGANIZATION.

**SCHOOL BUILDINGS.**—The State school buildings afford ample accommodation, are generally in a good state of repair, and supplied with sufficient material for instruction. In my detailed reports I recommended certain necessary improvements and repairs. The most important of these were for a veranda at the rear of the school at St. George; fencing in the grounds round the school at Chinchilla; repairs to the veranda of the school at Morven; a new roof and other repairs to the school at Roma; painting school and repairs to closet at Cometville; for improved ventilation in the school at Barcaldine; the necessity for additional rooms to the teachers' residences at Gracemere and Stanwell; and for some minor repairs to the schools at Muttaborra and Surat. For the arrangement of desks in most of the schools the platforms are found to be too narrow, so that the spaces between the desks allow barely sufficient room for the pupils to pass easily into their seats. Such a condition does not tend to promote order in class movements, nor effective supervision during desk-work. There should be ample room for the teachers to pass easily behind the pupils while at written work.

Amongst the Provisional school buildings the poorest class was found along the Central Railway, owing, no doubt, to the difficulty and expense of procuring suitable building material. At Thargomindah the school is held in a wretched structure quite unfit for the accommodation of children. Defective closet accommodation was not uncommon, the worst case occurring at the Provisional school at Rolleston. Committees of Provisional schools should be required to pay some attention to this matter, not alone for sanitary reasons, but also as affecting the moral tone and behaviour of pupils.

**GROUND.**—Except in a few instances the State school grounds are securely fenced, but the subdividing fences around the teachers' residences have, in many cases, been allowed to fall into decay. At Roma the drains had been choked up, and the grounds were in consequence found to be in a swampy and unhealthy condition. A few teachers find pleasurable occupation for their leisure hours in cultivating neat gardens round the school residences. The head teacher at Springsure is to be specially commended on this point.

**SCHOOL CHANGES.**—The following Provisional schools show attendances sufficiently high and so fair a likelihood of permanence as to warrant their advancement to the rank of State schools:—Augathella, Thargomindah, Boolburra, Capella, and Dingo.

## INTERNAL ORGANIZATION.

**STAFFS.**—Tables A, B, and C show the number and status of the teachers and pupil teachers employed in this district. The average number of pupils to each teacher—including pupil teachers—is, in State schools 27·2, and in Provisional schools 20·3. Considering the fact that there are in this district comparatively few large schools where, from the facilities for classification, teaching power can be economised to the full extent, the numerical strength of the teaching staff can in no sense be considered as in excess of the demands. The teachers discharge their duties honestly and energetically, but show varying degrees of ability in their work. While some exhibit in the management of their schools a high degree of skill and judgment, others were found to be working on narrow mechanical lines, paying undue regard to petty plans and appliances, resulting in but partial success. "That is the way we managed in the training college" was occasionally advanced as fully satisfying the conditions of school work. These teachers should remember that, while it is advisable to pay due regard to method, it is still more important to be concerned about the results, and that it is less excusable to fail according to rule than to succeed by innovation. The schools most distinguished for successful management and intellectual work are named in another part of this report.

Many of the Provisional schools are doing decidedly good work in the teaching of the essential subjects. In a few instances persons with little or no previous experience were found in charge of Provisional schools. The worst possible results have followed. Not alone was the children's time wasted, but habits of idleness and disorder were engendered, which it may be difficult in the future to eradicate. I am of opinion that, in the case of future appointments to Provisional schools, where the applicants may be



lessons in the school course more important than those dealing with the intelligent exposition of the text of the reading lesson. The best answering on this point was found in the schools at Surat, Winton and Springsure.

*Writing.*—In the lessons in this subject quality was sometimes found to have been subordinated to, quantity with the result that the pages of the copies showed in the work deterioration rather than improvement. Some three or four lines written with careful attention to copy, with the pen properly held and the body properly placed, with strict supervision from the teacher, and with suitable blackboard illustration would be more effective as a means of producing good penmanship than the plan sometimes followed of allowing pupils to scribble over a number of lines without regard to improvement. In the large majority of schools the subject was found to be well taught.

*Arithmetic.*—In most of the schools the subject of arithmetic has received its due share of attention, excepting one branch, mensuration. It was rarely found that questions on rectangular areas specified for pupils in the third class could be worked by pupils of the fourth. Indeed it would appear as if instruction in the subject began and ended in the third class. In this colony the subject of mensuration is of such practical utility that it is strange to find so many intelligent teachers neglecting it. Besides, as an important educative element, the excellent exercises to be found in Todhunter's *Mensuration* afford a most interesting means of introducing the pupils of the fourth and fifth classes to the principles of geometric reasoning.

*Geography.*—Satisfactory results in descriptive geography, properly so called, were obtained only in the schools at Winton, Surat, and Charleville. In most other instances the knowledge shown consisted of mere lists of names, or of fragmentary scraps of knowledge, meagre, and ill-organised. It is but reasonable to expect from pupils who may have been six months or more in fourth class not alone a general knowledge of the country under treatment, but also the ability to describe with fair degree of fulness and order some leading natural or political feature of the country.

*English Grammar and Composition.*—In some of the best schools I found the subjects of grammar and composition taught as they should be in close connection and on the lines laid down by Dr. Currie. Not only were the pupils able to analyse complex and compound sentences, but they were able to construct with facility examples of such sentences. In a few instances faults in construction were pointed out by the pupils, and sensible replies advanced in support of the objections. Creditable productions in the form of letters and brief descriptive essays showed that grammar as taught in these schools was a living educative force as opposed to dry mechanical "cram" so frequently met with. In the State school at Barcaldine the existence of a splendid school library of suitably selected works acts as a powerful factor in improving the pupils' style of composition. I would here suggest to teachers the necessity for paying increased attention to the subject of English composition, considering its great importance in the after life of the pupil. After leaving school a boy is seldom called upon to show his ability in working a sum in discount, or in simplifying a lengthy complex fraction, whereas it is all-essential that he should be able to express ideas clearly and intelligently in writing. In some schools this point is fully understood and acted on to the extent that nearly all branches of instruction are utilised as aids to composition. The schools most distinguished for grammar and composition were Surat, Winton, Barcaldine, Clermont, Mitchell, Springsure, Copperfield, and Emerald.

*History.*—This subject might well be rendered more popular in schools than it now is if, instead of keeping pupils coining over in text-books the fanciful fictions of the Saxon and Norman periods, they were treated to a series of short oral lessons on the leading events of English history down to our own times, in which the events of the Brunswick period were dwelt on more particularly. I cannot help thinking that very much time is wasted in getting up what Mr. Herbert Spencer calls "the myths of history," whereas our youths could with much more advantage be occupied with the history of modern parliamentary progress, with the history of recent invention and discovery, and with the story of the rise and development of our Indian and Colonial Empire.

Summing up the work done in the various subjects of instruction I come to the conclusion that while much earnest and patient effort has been expended by teachers in attempting to reach the standards, yet the quality of the work done has not been as thorough as could be desired. The fault lies I think in attempting too much. A limited extent of knowledge carefully taught would be more effective from an educative point of view than a wider range superficially acquired. A high authority writing on this subject says, "Further, it becomes manifest that the public assume that the goodness of education is to be tested by the quantity of knowledge acquired. Whereas it is much more truly tested by the capacity for using knowledge—by the extent to which the knowledge gained has been turned into faculty, so as to be available for the purposes of life, and for the purposes of independent investigation. There is, however, a growing consciousness that a mass of unorganized information is after all of little value, and that there is more value in less information well organized" (Herbert Spencer's *Sociology*, pp. 98-99). There is yet another feature in connection with instruction calling for some attention and that is a habit growing in certain schools of substituting *task-hearing* for *teaching*. I have seen instances in which parents, who could ill afford it, had been compelled to supply their children with numerous text-books from which laborious tasks had to be prepared nightly in fear and trembling. I consider the system of task hearing when carried to extremes to be a most pernicious one, under which the functions of the teacher degenerate to those of a mere "grinder," under which the school loses its intellectual life, and the work in time becomes as odious as it is valueless to the pupils.

In this report I have considered it my duty to point out what I conceive to be faults more or less common in the schools in this district. Of the work of the teachers generally I have to speak in warm terms of commendation. A high sense of duty to the public and to the Department was found to prevail no less in the Provisional than in the State schools. In many of the former I found the work quite up to the standards and notably so in the Provisionals at Augathella, The Springs, and Dingo, which for tone, discipline, and general management would compare favourably with some of the best State schools.

TABLE

**Table F.**  
**AVERAGE PROFICIENCY IN SUBJECTS OF INSTRUCTION.**

Subject.	Average Proficiency as a Percentage.		
	State Schools.	Provisional Schools.	All Schools.
Reading ...	58.7	55.5	57.3
Object Lessons ...	52.6	44.0	49.2
Writing ...	67.8	64.5	66.4
Arithmetic ...	60.8	56.8	59.0
Drill ...	59.2	49.0	55.4
Music ...	58.0	54.0	56.8
Geography ...	54.1	43.7	49.3
Grammar ...	56.1	45.6	51.0
Derivation ...	63.0	59.2	58.4
Composition ...	65.2	63.2	64.3
History ...	57.7	...	...
Mechanics ...	53.1	...	...
Domestic Economy ...	57.8	48.7	56.2
Needlework ...	63.6	52.1	59.0
Home Exercise ...	61.0	56.8	59.1

**Table G.**  
**SCHOOLS IN ALPHABETICAL ORDER.**

Schools	Highest Class.	Percentage of Results.	Accommodation in square feet.		Attendance.						Discipline.	General Condition.	Progress.	Children between the ages of 5 and 13, within 2 miles, who do not		
			Inside Floors.	Verandah Floors.	On Roll at Date of Inspection.	Examined.	Average for Quarter preceding Inspection.		Attended 4 days out of 5.					Attend any School.	Attend at least 60 days in each half-year.	
							Number of Pupils.	Percentage of Enrolment.	Number of Pupils.	Percentage of Enrolment.						
STATE SCHOOLS.																
Aramac	II.	64.7	720	640	41	35	35.6	71.3	39	58.0	Very fair	Satisfactory	Very fair	1	7	
Barealdine	IV.	69.5	1,710	720	220	183	176.8	76.4	151	65.5	Excellent	Very satisfactory	Very good	3	29	
Blackall	IV.	59.9	1,710	1,200	144	121	118.6	75.5	87	55.4	Good	Satisfactory	Fair	4	23	
Bogantungan	IV.	57.8	684	288	67	48	35.3	59.0	10	16.6	Good	Satisfactory	Fair	0	1	
Cattle Creek	IV.	61.4	512	256	42	22	32.6	67.9	19	39.6	Very good	Very satisfactory	Good	0	5	
Charleville	IV.	63.3	1,760	1,104	165	118	106.7	67.5	67	42.4	Excellent	Very satisfactory	Good	0	30	
Chinchilla	IV.	56.6	450	200	58	13	49.8	74.8	40	59.7	Very fair	Fair	Satisfactory	0	8	
Clermont	IV.	65.9	2,340	1,416	240	220	186.6	76.4	137	56.1	Very good	Very satisfactory	Good	0	0	
Cometville	IV.	57.3	780	1,008	46	42	40.0	81.7	36	76.6	Good	Satisfactory	Very fair	0	0	
Condamine	III.	50.2	460	159	28	20	22.3	65.5	20	71.4	Moderate to fair	Moderately satisfactory	Moderate	0	2	
Copperfield	IV.	66.5	1,278	1,036	73	41	37.9	81.7	73	78.2	Very good	Very satisfactory	Good	0	2	
Cannanulla	IV.	58.9	1,054	448	102	67	76.9	73.0	55	52.3	Senior Division, moderate; Junior Division, very fair	Fairly satisfactory	Fairly satisfactory	0	0	
Emerald	IV.	62.3	1,320	176	119	104	93.4	78.3	72	60.0	Good	Very satisfactory	Very fair	6	7	
Gracemere	IV.	61.6	576	764	51	45	45.6	78.9	36	62.0	Somewhat harsh	Satisfactory	Very fair	3	4	
Isford	III.	61.2	468	416	26	19	22.3	69.6	21	65.6	Very good	Satisfactory	Sound, but slow	0	0	
Miles	IV.	57.0	600	480	46	39	41.0	78.9	33	82.7	Good	Very fair	Very fair	0	1	
Mitchell	IV.	66.3	1,020	960	127	105	98.6	78.8	71	56.8	Very good	Very satisfactory	Good	0	1	
Norven	III.	55.5	540	210	43	38	35.3	63.2	17	42.5	Good	Satisfactory	Very fair	0	1	
Muttaborra	III.	60.1	475	410	36	35	31.0	63.0	17	55.0	Very good	Satisfactory	Very fair	0	7	
Roma	V.	57.3	800	400	293	203	204.4	67.0	138	45.2	Fair	Satisfactory	Fair	2	7	
St. George	IV.	57.8	1,080	384	136	120	117.0	80.0	97	66.4	Fair	Satisfactory	Fair	0	3	
Springure	IV.	63.3	1,200	960	102	75	76.1	74.6	68	54.9	Very good	Very satisfactory	Good	0	9	
Stanwell	IV.	58.2	450	330	49	34	30.4	56.6	11	20.7	Fair	Satisfactory	Fair	0	0	
Surat	IV.	65.4	800	700	64	54	50.1	78.2	37	57.8	Excellent	Very satisfactory	Good	6	12	
Tambo	IV.	57.4	900	1,000	90	79	70.8	74.4	60	63.1	Fair	Satisfactory	Fair	2	2	
Taroom	IV.	61.2	493	390	39	37	36.0	81.8	37	84.0	Very good	Very satisfactory	Good	0	0	
Warra	III.	52.8	567	214	47	46	42.3	82.9	44	86.2	Fair	Fair	Moderate	0	0	
Westwood	III.	58.2	980	570	87	56	70.0	69.4	42	41.5	Very fair	Fairly satisfactory	Fair	0	23	
Winton	IV.	71.2	1,007	728	84	72	57.4	70.8	43	53.0	Excellent	Highly satisfactory	Very good	0	3	
Yulba	IV.	58.5	828	736	109	71	70.3	66.0	31	29.5	Fair	Satisfactory	Very fair	0	8	
PROVISIONAL SCHOOLS.																
Adavale	II.	57.4	300	160	24	21	12.0	63.2	8	42.1	Very good	Satisfactory	Very fair	0	0	
Alpha	III.	53.6	294	216	30	22	20.0	68.9	17	58.6	Fair	Fairly satisfactory	Fair	0	0	
Anakie	IV.	41.9	288	...	27	20	20.5	73.2	22	75.0	Indifferent	Unsatisfactory	No progress	0	0	
Augustella	III.	60.6	384	192	42	36	42.5	84.6	36	82.6	Very good	Very satisfactory	Very fair	1	1	
Blackwater	III.	50.9	364	104	16	13	14.4	84.7	13	76.5	Very fair	Moderately satisfactory	Little progress	0	0	
Bolton	...	Not examined.	...	...	...	...	...	...	...	...	...	...	...	...	...	
Booburra	IV.	54.3	352	154	32	31	32.3	86.0	31	84.0	Good	Satisfactory	Fair	0	0	
Bungawongorai	III.	44.2	196	...	19	13	10.0	50.0	3	14.3	Fair	Moderately satisfactory	Some progress	1	1	
Capella	III.	43.6	640	...	38	29	20.0	61.7	19	40.4	Fair	Most unsatisfactory	Little progress	0	0	
Dingo	IV.	60.5	316	280	32	23	28.0	73.7	24	63.2	Good	Satisfactory	Very fair	0	3	
Douglas Creek	IV.	57.8	...	...	25	23	19.6	72.5	17	62.9	Very fair	Satisfactory	Very fair	1	4	
Duarina	III.	58.8	288	120	28	25	25.2	78.0	21	65.0	Very fair	Satisfactory	Fair	0	4	
Eulo	IV.	59.2	384	480	16	14	14.5	76.3	14	73.7	Very fair	Moderately satisfactory	Some	0	0	
Enthella	IV.	48.9	384	...	35	29	25.6	80.6	28	90.3	Moderate	Moderately satisfactory	Some progress	0	3	
Gopango	IV.	58.7	338	184	14	14	14.0	100.0	14	100.0	Very fair	Hopeful	Fair	0	0	
Hodgson	III.	51.1	496	416	22	18	17.5	74.0	15	65.2	Good	Moderate, with an upward tendency	Fair	0	0	
Jericho	III.	57.8	384	...	35	24	23.0	58.9	13	33.3	Fair	Satisfactory	Fair	1	0	
Kilo	IV.	57.0	340	136	15	12	12.9	76.4	15	88.4	Good	Satisfactory	Very fair	0	3	
Nuckadilla	IV.	52.8	300	160	17	17	13.7	68.5	4	20.0	Fair	Unsatisfactory	Some	0	0	
Sullybri	III.	45.9	192	...	12	6	11.2	78.4	10	71.4	Very fair	Moderately satisfactory	Some	0	0	
Pine Hill	IV.	58.3	630	297	23	23	14.8	70.0	14	58.3	Very fair	Satisfactory	Fair	0	0	
Rolliston	IV.	59.7	435	240	13	12	14.0	100.0	14	100.0	Good	Satisfactory	Very fair	0	0	
Rosewood Crossing	...	Not examined.	...	...	...	...	...	...	...	...	...	...	...	...	...	
Thargomindah	III.	50.3	600	...	40	17	25.9	71.4	11	28.5	Good	Fairly satisfactory	Some	3	11	
The Springs	III.	66.8	360	180	20	17	16.5	88.8	15	94.4	Good	Very satisfactory	Very good	0	0	
Windorah	II.	58.2	260	413	13	12	12.7	79.4	12	75.0	Very fair	Satisfactory	Very fair	1	1	

J. A. CANNY,  
District Inspector.

The Under Secretary, Department of Public Instruction, Brisbane.



more common keys at sight. The tonic sol-fa system or a portion of it is followed in many schools, and from what I have seen of its results I think it forms an excellent introduction to the old system of learning vocal music, and might be used with advantage in the lower classes, say, up to upper second, the old notation being reserved for the pupils of the 3rd, 4th, and 5th classes. Whatever plan is adopted it is evident that we should have more valuable results if less theory were taught and more time devoted to solfaing.

*Geography.*—The physical features of countries, generally the less interesting one, presented in the least interesting manner, constitute the bulk of the instruction given in this subject. Even in the best taught schools it is seldom that children show any intelligent knowledge of the natural products, the climate, the forms of government, the means of communication, the habits and peculiarities of the people of the countries which the children are supposed to have studied.

*Grammar.*—Definitions, parsing, and analysis have been taught with more success than etymology. In learning this part of the subject the children do not realise the fact that they are dealing simply with the classification of forms of which they are mostly already in possession, and which a moment's reflection would enable them to supply when required.

*Derivation.*—Instead of confining their attention to the more common roots as prescribed by Schedule V., some teachers require their classes to wade through Sullivan's list or some other collection of roots equally exhaustive.

*Composition.*—Ability to write a sensible letter on some familiar subject is pretty general, but only a moderate degree of proficiency is shown in paraphrasing and the writing of short essays. Written spelling is very well taught, only one school having failed, while 88·8 per cent. of schools scored between 70 and 100 per cent. in this subject.

*History.*—The teaching of this subject is chiefly confined to a few events of the early history of England and to an account of Australian exploration. It is treated by most teachers as a mere memory exercise.

*Mechanics* is taught in only 2 Provisional schools—King's Creek and Elbow Valley—and in all State schools (boys and mixed) except four, with results varying from 30 per cent. to 90 per cent.

*Domestic Economy.*—The work done in this subject rarely goes beyond the attainment of a crude knowledge of a few chapters of the prescribed text-book. Girls talk glibly about oxygen and nitrogen, albumen and fibrine, who have never seen a practical demonstration of even the more obvious qualities of such substances. Some apparatus to teach the subject efficiently seems to me indispensable.

*Needlework.*—This useful branch of instruction is taught in all State schools, and in two-thirds of the Provisional schools. Both samplers and articles of dress are on the whole creditably worked. Some parents object to the practice which obtains in some schools of making miniature garments which they consider as useless when finished, but the usefulness of the article itself is of secondary importance in school work, and if it can be shown that more rapid and solid progress is made in the art of sewing by working the small articles, surely these ought to be preferred to the full sized ones as being for school purposes the more useful.

*Home Exercises.*—The marks assigned to the written home work of the children range from 63 per cent. to 91 per cent. for State schools, and from 41 to 81·5 per cent. in Provisional schools. Little care and tidiness were shown in the exercises of those schools where the discipline was not sufficiently effective. A good deal of tawdry ornamentation is a characteristic of the exercises of some schools, involving an expenditure of time which could be more profitably employed in improving the quality of the writing.

Table F.

AVERAGE PROFICIENCY IN SUBJECTS OF INSTRUCTION.

Subject.	Average Proficiency as a Percentage.		
	State Schools.	Provisional Schools.	All Schools.
Reading ... ..	69·4	63·2	67·2
Object Lessons ... ..	65·9	58·2	62·9
Writing ... ..	73·4	70·2	71·1
Arithmetic ... ..	68·9	66·0	67·7
Drill ... ..	67·6	52·5	59·5
Vocal Music ... ..	61·6	38·3	52·5
Geography ... ..	63·1	58·5	61·3
Grammar ... ..	64·1	60·2	62·6
Derivation ... ..	69·6	69·0	69·4
Composition ... ..	74·1	69·5	72·3
History ... ..	62·5	60·5	61·9
Mechanics ... ..	41·1	9·1	32·3
Domestic Economy ... ..	52·5	22·5	41·0
Needlework ... ..	70·8	43·8	59·4
Home Exercises ... ..	73·0	64·5	69·7

As time did not permit a second visit to any of the schools little opportunity was offered for observing the various methods in actual use, however, as the results are on the whole quite satisfactory, it may be inferred that the methods employed are sound and effective.

The preceding table gives in figures an estimate of the proficiency in each subject, and it will be observed that with few exceptions there is an advance on the results of the year 1888.

TABLE

Table G.  
SCHOOLS IN ALPHABETICAL ORDER.

Schools.	Highest Class.	Percentage of Results.	Accommodation in square feet.		Attendance.						Discipline.	General Condition.	Progress.	Children between the ages of 5 and 13, within 2 miles, who do not	
			Inside Floors.	Verandah Floors.	On Roll at Date of Inspection.	Examined.	Average for Quarter preceding Inspection.		Attended 4 days out of 5.					Attend any School.	Attend at least 60 days in each Half-year.
							Number of Pupils.	Percentage of Enrolment.	Number of Pupils.	Percentage of Enrolment.					
STATE SCHOOLS.															
Albora ... ..	IV.	73.9	1,434	1,475	196	173	145.0	70.8	99	48.5	Very good ...	Highly satisfactory ...	Very good and sound	0	6
Clifton Colliery ... ..	V.	68.6	561	462	45	36	23.0	59.6	12	25.5	Mild and fairly effective	Very satisfactory ...	Very good ...	0	0
Crow's Nest ... ..	IV.	67.2	450	400	49	34	39.7	74.9	20	37.7	Good ...	Satisfactory ...	Good ...	0	0
Emu Creek ... ..	IV.	69.1	544	640	51	43	27.6	52.4	14	26.4	Good ...	Satisfactory ...	Good ...	0	13
Emu Vale ... ..	IV.	70.4	481	416	75	68	55.2	79.8	47	61.8	Very good ...	Very satisfactory ...	Sound ...	0	0
Freestone Creek, Lower	V.	72.2	560	560	63	56	44.3	67.1	23	35.0	Very good ...	Very satisfactory ...	Sound ...	0	4
Freestone Creek, Upper	IV.	66.8	558	434	51	44	38.5	65.2	15	25.4	Very satisfactory	Very satisfactory ...	Good, steady ...	1	1
Gebam ... ..	V.	72.1	1,587	720	130	104	102.2	73.8	62	43.5	Good ...	Highly satisfactory ...	Very good and sound	2	5
Goombungee ... ..	IV.	72.6	540	420	60	47	45.9	72.8	26	41.2	Very good ...	Very satisfactory ...	Very good and sound	0	6
Goomburra ... ..	IV.	59.4	448	448	38	31	29.0	76.3	8	21.0	Fairly effective	Satisfactory ...	Fair ...	0	3
Hendon ... ..	IV.	64.8	450	400	48	33	26.4	53.8	5	10.2	Good ...	Very satisfactory ...	Good ...	0	9
Highfields ... ..	IV.	63.1	900	720	106	72	68.7	60.3	24	21.1	Very fair ...	Satisfactory ...	Very fair ...	0	23
Killarney ... ..	IV.	64.4	1,520	988	127	104	70.0	59.9	14	11.3	Good ...	Very satisfactory ...	Good ...	0	21
Lord John Swamp ... ..	V.	67.4	630	490	43	40	31.7	79.2	25	57.0	Very good ...	Very satisfactory ...	Very good ...	0	3
Meringandan ... ..	V.	71.6	840	750	80	40	60.0	61.2	11	11.2	Very fair ...	Satisfactory ...	Sound ...	2	2
Merritt's Creek ... ..	IV.	61.5	720	576	63	53	44.5	71.7	25	41.9	Good ...	Satisfactory ...	Steady ...	1	1
Ramsay ... ..	IV.	66.1	481	208	36	32	24.0	71.0	12	35.0	Good ...	Very satisfactory ...	Good ...	0	0
Sandy Creek ... ..	IV.	62.5	480	480	36	34	25.7	62.6	15	36.0	Good ...	Hopeful and improving	Satisfactory ...	0	4
Spring Creek ... ..	V.	73.2	800	800	59	51	46.0	74.0	35	56.0	Good ...	Very satisfactory ...	Good and sound	2	0
Stanthorpe ... ..	IV.	63.6	2,100	700	126	85	91.7	65.0	59	41.8	Good ...	Healthy ...	Good and sound	6	16
Sugarloaf ... ..	IV.	64.2	980	426	91	46	61.0	61.7	29	29.2	Fair ...	Satisfactory ...	Steady ...	0	25
Swan Creek ... ..	V.	74.6	800	780	98	86	67.0	65.0	33	37.6	Satisfactory in every respect	Very satisfactory ...	Very good and sound	0	0
Toowoomba East ... ..	V.	68.9	2,000	1,280	410	292	323.6	78.1	273	66.0	Good ...	Very satisfactory ...	Good and sound	0	14
Toowoomba, Middle Ridge	IV.	62.6	1,800	1,280	168	133	127.3	75.3	88	52.0	On the whole satisfactory	Satisfactory ...	Very fair ...	0	26
Toowoomba North (Boys)	IV.	68.9	1,763	400	169	122	136.0	72.3	76	40.4	Good ...	Very satisfactory ...	Sound ...	5	10
Toowoomba North (Girls and Infants)	V.	75.2	2,90	1,088	282	229	190.9	67.5	134	47.7	Very good ...	Very satisfactory ...	Sound ...	4	17
Toowoomba South (Boys)	IV.	67.2	2,616	1,328	160	132	128.1	68.1	96	50.6	Good ...	Very satisfactory ...	Good ...	0	7
Toowoomba South (Girls)	V.	72.5	1,549	72	132	88	88.0	63.7	59	42.7	Very good ...	Highly satisfactory...	Good and sound	0	20
Toowoomba South (Infants)	I.	793	1,501	0	188	163	155.9	66.9	72	30.9	Very good ...	Very satisfactory ...	Very good ...	0	0
Warwick East ... ..	V.	68.6	1,102	1,140	135	114	111.0	72.5	85	55.5	Very good ...	Very satisfactory ...	Good and sound	0	4
Warwick West (Boys) ...	V.	64.2	2,225	1,015	151	137	132.8	83.5	115	72.3	Fair ...	Satisfactory ...	Good ...	4	1
Warwick West (Girls and Infants)	V.	72.4	2,750	1,015	232	191	160.8	65.9	119	48.8	Good on the whole	Very satisfactory ...	Very good ...	0	8
Yangan ... ..	V.	70.4	864	810	78	68	67.4	77.4	61	70.1	Excellent ...	Very satisfactory ...	Very good ...	0	0
PROVISIONAL SCHOOLS—															
Cambooya ... ..	IV.	61.3	425	0	25	20	16.4	71.3	8	34.7	Fair ...	Satisfactory ...	Sound and steady	0	3
Darriple Creek ... ..	IV.	65.3	288	162	28	25	18.5	66.3	0	0.0	Very good ...	Very satisfactory ...	Sound and steady	0	2
Elbow Valley ... ..	IV.	63.6	476	120	44	32	30.1	71.6	8	19.0	Good ...	Very satisfactory ...	Sound ...	0	0
Farm Creek ... ..	IV.	64.3	480	180	38	37	29.6	67.2	23	75.0	Very good ...	Very satisfactory ...	Very good ...	0	0
Gladfield ... ..	IV.	57.5	288	0	32	30	23.1	76.2	20	68.9	Very fair ...	Satisfactory ...	Very fair ...	1	0
Gomoron ... ..	Upp'r II.	61.5	384	168	41	21	26.1	51.1	15	29.4	Very fair ...	Satisfactory ...	Very fair ...	0	20
Graceville ... ..	III.	69.8	216	0	25	20	14.8	59.2	9	36.0	Very good ...	Healthy and promising	Very good ...	0	0
King's Creek ... ..	IV.	48.1	320	160	40	28	18.8	45.8	4	9.7	Moderately satisfactory	Fairly satisfactory ...	Fair ...	0	16
Lucky Valley ... ..	IV.	66.1	300	150	21	19	16.0	88.9	15	78.9	Good ...	Very satisfactory ...	Good ...	1	4
Mountain View ... ..	III.	73.1	384	0	35	30	23.5	57.3	7	19.5	Very good ...	Very satisfactory ...	Very good indeed	5	8
Mountaine ... ..	III.	66.1	360	140	16	16	7.7	38.6	0	0.0	Good ...	Very satisfactory ...	Good ...	0	0
North Maryland ... ..	IV.	65.1	400	0	40	38	32.6	65.2	22	44.0	Very good ...	Very satisfactory ...	Good and sound	0	0
Pechey ... ..	III.	68.0	322	72	19	17	16.6	63.9	10	38.4	Very good ...	Very satisfactory ...	Very good ...	4	0
Perseverance Creek ...	IV.	40.5	322	0	14	13	13.9	49.6	6	21.4	Fair ...	Moderately satisfactory	Some ...	0	0
Pilton ... ..	IV.	69.5	264	176	17	17	12.4	88.5	11	78.5	Good ...	Very satisfactory ...	Good and sound	0	0
Pinby ... ..	Upp'r II.	73.7	384	0	18	17	16.6	87.3	17	89.4	Very good ...	Very satisfactory ...	Very good indeed	0	0
Rokwood ... ..	III.	66.4	180	96	21	19	17.0	80.9	13	61.9	Very fair ...	Very satisfactory ...	Very good ...	0	11
Rosenthal ... ..	III.	58.6	336	60	20	14	16.6	83.0	14	70.0	Fair ...	Fairly satisfactory ...	Moderate ...	0	0
Savon River ... ..	III.	52.3	315	0	26	21	15.2	50.7	6	29.0	Very fair ...	Satisfactory ...	Very fair ...	0	8
Silverwood ... ..	IV.	68.1	240	120	16	9	12.5	59.5	6	28.5	Excellent ...	Very satisfactory ...	Sound ...	0	5
Wallangarra ... ..	IV.	50.8	1,440	0	64	46	45.5	66.4	35	50.0	Ineffective ...	Moderately satisfactory	Some ...	0	0

The number of good and successful schools in the district is so large as to render the task of pointing out the best a matter of considerable difficulty, which is only intensified by the reflection that no two schools are working under precisely the same conditions.

Table G affords sufficient data whereby a good general estimate may be formed of the merits of each individual school in the Eastern Downs District.

I have, &c.,

F. PAPI, Ph. D.,

District Inspector.

The Under Secretary, Department of Public Instruction, Brisbane.

## APPENDIX.

## ANNUAL GENERAL EXAMINATION OF TEACHERS AND OTHERS, 1889.

## GEOGRAPHY.

17th December—9 to 12.

\*.\* Sketch maps must be drawn on as large a scale as the foolscap page will admit.

## For Admission as Pupil-Teacher of the First Class.

\*.\* Only three geographical questions to be answered. Fifteen minutes allowed for penmanship.

1. As a specimen of your penmanship, write in small-hand the following lines:—

*"By music, minds an equal temper know,  
Nor swell too high, nor sink too low.  
If in the breast tumultuous joys arise,  
Music her soft assuasive voice applies."*

2. Draw a sketch map of Australia, showing the most important sea-port towns, railways, and goldfields.

3. Write an account of the geography of Queensland under the following heads:—Area, population, climate, natural resources, commerce, industries, government.

4. Describe briefly:—

- (a) The mountain systems of Africa.
- (b) The lakes of America.
- (c) The deserts and plateaus of Asia.

5. Name the various races inhabiting Europe, give their distinctive characteristics, and state what country or countries each occupies.

6. Give the principal ocean and overland routes between Australia and Europe, and discuss their respective advantages and disadvantages.

## For Admission as Pupil-Teacher of the Second Class.

\*.\* Only three geographical questions to be answered. Fifteen minutes allowed for penmanship.

1. As specimens of copy-setting for a First Class and a Lower Second respectively, write the elements of script letters and the following lines:—"Children must not embroil themselves with their school-fellows in their play, but be kind and gentle to each other."

2. Give a concise account of the climate, industrial resources, and value to England, of the following places:—Mauritius, Singapore, Fiji Islands, Natal.

3. Draw a sketch map of Great Britain, showing the principal seats of her manufacturing, mining, and agricultural industries.

4. Write a short account of the territories acquired by England within the last twenty years, and relate briefly the events that led to their annexation.

5. Set down methodically what you know about Malta.

6. Give a general account of the geography of British Columbia and the Dominion of Canada.

## For Admission as Pupil-Teacher of the Third Class.

\*.\* Only three geographical questions to be answered. Fifteen minutes allowed for penmanship.

1. As specimens of copy-setting, write in large-hand the word "Effulgence"; in small-hand the sentence:—"Virtue alone out-builds the pyramids"; and, in plain print, the word "Queensland."

2. Set down methodically what you know about the mining industry of Europe.

3. Draw a sketch map of the Rhine basin, exhibiting its most important physical and political features.

4. Make a complete list of the so-called "Great Powers of Europe," and give the area, population, army, navy, education, religion, and industrial resources of each.

5. Describe the mountain systems of Europe under the following heads:—Situation, direction, length, breadth, average height, and height of principal peaks.

6. Write a methodical account of the geography of Prussia.

## For Admission as Pupil-Teacher of the Fourth Class.

\*.\* Only four questions to be answered, namely, questions 1 and 2 on mathematical geography, and two other questions, one of which must be on the geography of Asia, and the other on the geography of Africa.

1. Explain as to a class how the longitude of a place is ascertained, and set down a problem as if to test how far your explanation has been understood by the class.

2. Define each of the following terms:—Aphelion, ecliptic, oblate spheroid, antimeridian, ellipse, horizon, nadir, degree of latitude, projection of a sphere, zodiac.

3. Write what you know about Emin Pasha's mission, and of the expedition organised by Mr. Stanley for his relief.

4. Draw a sketch map of tropical Africa, showing its principal natural features, political divisions, and chief towns.

5. Write an account of the French possessions in Asia.

6. Draw a sketch map of that portion of the coast of Asia which lies between the Bay of Bengal and the Sea of Okhotsk, exhibiting the principal openings, adjacent island groups, river mouths, and sea-port towns.

## For Admission as Temporary Teacher.

\*.\* Only six questions to be answered, namely, the first two and four others.

1. Draw a sketch map of Australia, showing the boundaries of the colonies, their capitals, the Murray and the Fitzroy rivers, with their chief tributaries, the Blue Mountains, and the Australian Alps.

2. Give some account of the gold mining industry, and name the goldfields of Victoria, New South Wales, and Queensland.

3. Give the following measurements in English miles:—Circumference of the globe, degree of latitude, distance of the earth from the sun, distance of the earth from the moon, Cape York to Cape Wilson, Liverpool to New York.

4. Distinguish between a bay, a bight, an estuary, and a gulf; and give examples.

5. Name the countries which export the following products respectively:—Wheat, sugar, tea, rice, cotton, wool.

6. Name the land on each side of the following straits:—Cook, Ormuz, Messina, Belle Isle, Macassar, Sunda.

7. Set down in a methodical way all that you know about one of the following countries:—Switzerland, Belgium, Japan, Persia, Brazil.

8. Write down the twenty cities which you think the largest in the world, in the order of their size, as determined by their population.

9. Enumerate (a) the rivers falling into the Atlantic, or into the seas, gulfs, and bays which open into the Atlantic; and (b) the mountains from which waters fall into the Pacific, naming ten of the highest peaks.

## For Admission as Teacher of the Third Class.

\*.\* Only six questions to be answered, namely, the first two and four others.

1. Write notes of a lesson on monsoons.

2. (a) Give some idea of the annual rainfall all over the globe.  
(b) Enumerate the principal agencies in the production of rain.

(c) Name and briefly describe the rainless regions of the earth, and the areas remarkable for heavy and continuous rains.

3. (a) Name in order the island groups of the Pacific Ocean; and,  
(b) Describe fully the Fijian and Samoan Archipelagos.

4. Give as precisely as you can the situation of the following places, and state any notable fact respecting each:—Mobile, Port Chalmers, Cartagena, Wenham Lake, Brandywine, Pasco, Coquimba, Brooklyn, Bunker's Hill, Bahia, Lowell, Mazatlan, Manila, Bridgetown, Banca.

5. Write descriptive notes on the appearance and habits of the following races, and name the countries inhabited by each:—Malay, Papuan, and Mongolian.



6. Describe the situation, area, population, principal towns, and productions of Manitoba, Prince Edward Island, and Newfoundland.

7. Draw a sketch map of the Gulf of Mexico, the Caribbean Sea, and the West Indies; distinguishing the British, Spanish, French, Dutch, and Danish possessions.

8. Account for the comparatively slow progress of the republics of Central and South America in wealth and civilization.

9. Set down notes of a lesson on "Coral Islands."

#### For Admission as Teacher of the Second Class.

\* \* Only six questions to be answered.

1. Explain as you would to pupil-teachers the action of the forces which determine the earth's motion round the sun, and the shape of its orbit.

2. Set down the heads and full notes of a lesson on the atmosphere.

3. Enumerate and explain fully the conditions by which climate is affected.

4. Draw an outline map of the World on Mercator's Projection, showing the most important ocean currents.

5. Frame and resolve three problems suitable for a Fifth Class on the method of ascertaining the latitude of a place by the sun.

6. To what causes do you ascribe the pre-eminence of Germany in war, of Italy in the fine arts, and of England in commerce and manufactures?

7. Show by well-chosen examples the changes which the surface of the earth undergoes under the combined influence of volcanic action and denudation.

8. Give the modern names of the following:—Magna Græcia, Sarmatia, Chersonesus Taurica, Oceanus Cantabricus, Palus Mæotis, Padus, Vectis, Numidia, Liger, Byzantium, Mauritania, Lacus Brigantinus, Lusitania, Vindobona, Mare Internum, Mare Suevicum, Ister, Borysthenes, Sabrina, Lutetia.

9. Write a short essay on the distribution, numbers, and varieties of the human race.

### ARITHMETIC.

17th December—2 to 5.

\* \* Set down the working of the sums so that the process by which each answer is obtained may be seen.

#### For Admission as Pupil-Teacher of the First Class.

1. What number must be added to the sum of six thousand four hundred and one, seven millions one thousand and sixty, MDCCIX, 77007, MC, and fifty-six thousand seven hundred and eighty-nine to make the result ten millions?

2. (a) 27465 votes were given for two candidates, the successful one having a majority of 597. How many votes had each candidate?

(b) What number subtracted 88 times from eighty thousand and five will leave 13 as a remainder?

3. The value of a mark being 13s. 4d., and that of a moidore 2s., show that there are twice as many farthings in 57 marks and 57 moidores as there are drams in 1 cwt. 3 qr. 19 lb. 8 oz. 8 dr. of sugar.

4. Find how many pints of beer there are in 65 hhd. 20 gal. 2 qt. 1 pt., and prove the correctness of your result?

#### FOR MALES ONLY.

5. The prices of barley and oats being in the ratio of 4 : 3, and the quantity of each produced on an acre being equal, what would be the value of oats from 493 acres when the barley produced on 399 acres is worth £3,062 6s. 6d.?

#### FOR FEMALES ONLY.

6. Find the cost of painting the walls and ceiling of a room 16 ft. 8 in. long, 15 ft. 9 in. wide, and 14 ft. high, at 1s. 1½d. per square yard.

#### For Admission as Pupil-Teacher of the Second Class.

1. Explain the terms used to indicate the numbers and processes employed in subtraction, multiplication, and division.

2. A and B are travelling the same road in the same direction; A is 1 mile 4 furlongs 20 poles ahead of B; B walks 25 yds. while A walks 17 poles: how far has B to travel from where he is before he overtakes A?

3. (a) Simplify—

$$4\frac{1}{2} - \frac{1}{4} \text{ of } \frac{1}{2} \text{ of } 15\frac{1}{2} + \frac{1}{2} \text{ of } 9\frac{3}{4} + 5$$

(b) If the smaller of two fractions be once  $\frac{1}{2}$ , what is their sum?

#### FOR MALES ONLY.

4. Find the value of 3 hhd. of 5

qr. 10½ lb., at the rate of £3 12½

5. What is the cost of 371 tons

£25 15s. 6d. per ton?

#### FOR FEMALES ONLY.

6. (a) A merchant's liabilities amount to £3,868 5s., and his assets to £902 11s. 10d.; how much can he pay in the £?

(b) A garrison of 1,600 men have provisions sufficient for 38 days; if they be now reinforced by 490 more men, how long will the same provisions last?

7. Of what weight per foot should 52 cubic feet of marble be, that the payment of £1 13s. for carrying it 27 miles may correspond to a payment of £2 3s. 9d. for 39 miles carriage of 150 cubic feet of timber weighing 3½ stone per foot?

#### For Admission as Pupil-Teacher of the Third Class.

1. Make out the following bill:—2 dozen silver spoons, together weighing 73½ oz., at 6s. 5d. per oz.; 3½ dozen silver forks, each weighing 4½ oz. at 5s. 9d. per oz.; 13 dozen table knives at 2s. 5½d. each; 75 forks at £1 5s. 7d. per dozen; 12 score of needles at 8½d. per dozen; packing and carriage, 17s. 9½d.

2. What time would be occupied in a railway journey of 31 miles 3 fur. 180 yds., if the train passed over a mile in 2 mins. 25 secs.? Solve by Practice.

3. If  $(2\frac{1}{2} \text{ of } \frac{1}{2}) \div (\frac{1}{2} \text{ of } 3\frac{1}{2})$  of an acre of land be worth 35 guineas, what will 7 times  $(\frac{7\frac{1}{2} - 4\frac{1}{2} \times \frac{7\frac{1}{2}}{\frac{1}{2} \text{ of } 3\frac{1}{2}} \times \frac{7\frac{1}{2}}{31\frac{1}{2}})$  of 2½ acres be worth at the same rate?

#### FOR MALES ONLY.

4. A sum of £319 8s. is lent on April 7th at 3½ per cent., to be repaid on August 31st; what will be the amount of the debt?

5. Find the difference between the simple interest and the true discount on a bill of £1,401 8s. 11½d., drawn on July 1st at 100 days, and discounted on August 1st at 5 per cent.

#### FOR FEMALES ONLY.

6. If 7 men mow 37 acres in 3 days, working 8 hours a day, how many men could mow a field of twice the size in 7 days, working 4 hours longer each day?

7. What is the value of 5 lb. 7 oz. 17 dwt. 14 gr. of gold, at £3 17s. 4d. per oz.?

#### For Admission as Pupil-Teacher of the Fourth Class.

1. A cistern is supplied by two feeding pipes capable of filling it in half-an-hour and three-quarters of an hour respectively, and one discharge pipe capable of emptying it in a quarter of an hour. The cistern is full, when the three pipes are set in action together. What portion of the cistern will remain filled in three-quarters of an hour?

2. (a) Reduce  $\frac{1}{2}$  of 16s. 4½d. to the decimal of £1 9s. 10½d., to six places of decimals.

(b) A butcher bought an equal number of calves and sheep for £265; for the calves he gave £3 7s. 5d. a head, and for the sheep £2 8s. 7½d. a head. How many did he buy of each kind?

3. A can reap ¼ of a field in 2½ days, and B can reap ⅙ of it in 4½ days. A and B work together till they have reaped ⅞ of the field. A then leaves, and B completes the work. If A earns 5s. a day, what ought the reaping of the field to cost?

#### FOR MALES ONLY.

4. A cubical box contains 941192 solid inches. Find the cost of painting its outside surface at 6d. a square foot.

5. (a) A ladder 40 feet long is placed so as to reach a window 24 feet high on one side of the street, and on turning the ladder over to the other side of the street it reaches a window 32 feet high. Find the breadth of the street.

(b) A road runs round a circular shrubbery; the outer circumference is 600 feet, and the inner circumference 480 feet. Find the breadth of the road.

#### FOR FEMALES ONLY.

6. Find the value of—

$$\left\{ \frac{2+\frac{1}{2}}{2-\frac{1}{2}} - \frac{2-\frac{1}{2}}{2+\frac{1}{2}} \right\} \div \frac{2-\frac{2}{3}}{\frac{2}{3}}$$

7. Subtract ⅓ of ⅔ of a guinea from ¼ of ¾ of £1, and express the difference as the decimal of a crown.

#### For Admission as Temporary Teacher.

1. (a) Divide 3780 by 54, using the factors 6 and 9, and find the remainder from the two partial

divisions £ s. d.

$$1 - (54312 - 3987) -$$

the quotient 665,  
and of both.

and  
as

4. What quantity of tea at 4s. 5 $\frac{1}{2}$ d. per lb. must be given in exchange for 5 cwt. 3 qr. of sugar at 7s. 10 $\frac{1}{2}$ d. per stone?

5. Proportion is either *direct* or *inverse*. Explain these terms, and construct an example of each kind.

6. A draper bought 9 pieces of cloth each containing 30 English ells 4 qr. for £216 11s. 3d. At what rate must he retail it per yard to gain £35 by the purchase?

7. In a cotton factory, allowing that 150 weavers with 300 old looms can produce 6,000 yards of calico in 2 days of 10 hours long: how many yards would 200 weavers produce from 400 looms of a new construction, each doing one-third more work than the old, in 3 days of 8 hours long?

8. Find, by Practice—

- The value of 37,271 articles at £6 13s. 0 $\frac{1}{2}$ d. each; and
- The rent of 23 acres 3 roods 5 poles of land at 2 $\frac{1}{2}$  guineas an acre.

In each case show clearly the value of each line of the working.

#### For Admission as Teacher of the Third Class. (Males.)

1. A person leaves £12,670 to be divided among his 5 children and 3 brothers, so that after the legacy duty has been paid each child's share shall be twice as great as each brother's share. The duty on a child's share is 1 per cent., and on a brother's 3 per cent. Find what amounts they respectively receive.

2. The receipts of a railway company are apportioned as follows:—48 per cent. for working expenses, 10 per cent. for the reserve fund, a guaranteed dividend of 5 per cent. on one-fifth of the capital, and the remainder, £48,000, for division amongst the holders of the rest of the stock, being a dividend at the rate of 4 per cent. per annum. Find the capital and the receipts.

3. The sides of a triangle are 13, 14, and 15 feet; find the length of the perpendicular from the opposite angle on the side of 14 feet.

4. The area of a rhombus is 354,144 square feet, and one diagonal is 672 feet. Find the other diagonal; find also the length of a side and the height of the rhombus.

5. What will it cost to dig a circular well 4 feet in diameter and 119 feet deep at 6s. 3d. per cubic yard?

6. The great pyramid of Egypt was 481 feet in height when complete, and its base was a square 764 feet in length. Find its volume to the nearest cubic yard.

7. If a cubic inch of gold weighs 11.194 oz. find the diameter of a ball of gold which weighs 1000 oz.

8. The joint capital of four partners, A, B, C, D, is £12,600. A's investment is £10 for every £17 of B's, C's is £34 for every £65 of D's, and B's is half as much again as C's. Required the capital of each.

#### For Admission as Teacher of the Third Class. (Females.)

1. A person purchases a hundred shares in a company for £3,500, and ultimately sells at a profit of 43 per cent., after having received four dividends of 15s. 4d., 20s. 10d., 30s. 4d., and 38s. 9d. per share. By how much do his receipts exceed his outlay?

2. Simplify the expression—

$$\frac{1}{2} \text{ of } \left( \frac{1}{2} - \frac{1}{3} \right) \text{ of } \left\{ \frac{1}{2} - \frac{1}{3} - \frac{9}{11} + \frac{3}{11} + \frac{7}{11} - \frac{4}{11} \right\}.$$

3. If 10 men or 15 boys can reap a field of 40 acres in 7 days, working 13 hours a day, how many boys must be employed to assist 4 men, so that 8 acres of similar land may be reaped in 2 $\frac{1}{2}$  days of 14 hours each?

4. At what rate per cent. simple interest will £7,864 12s. 6d. amount in 5 years to £9,175 7s. 11d.?

5. The rateable value of a person's property is fixed at  $\frac{1}{2}$  of its gross value, which is 2,000 guineas. What will be his net income after paying two poor-rates of 8 $\frac{1}{2}$ d. and 1s. 1d. in the £ respectively, a highway-rate of 4 $\frac{1}{2}$ d. in the £, and an income-tax of 2 $\frac{1}{4}$  per cent. on his gross income?

6. Find the true discount on a bill for £30 drawn March 17, at 3 months, and discounted May 2, at 5 $\frac{1}{2}$  per cent.

7. How much stock can be purchased by the transfer of £2,000 stock from the 3 per cents. at 90 to the 3 $\frac{1}{2}$  per cents. at 96; and to what extent will the income be affected by the transfer?

8. Which is the better investment—£1,896 in the 3 $\frac{1}{2}$  per cents. at 87, or in railway shares at £89 per share; the dividends in the latter case being 3 $\frac{1}{4}$  per cent. on the sum invested?

#### For Admission as Teacher of the Second Class. (Males.)

1. Explain and illustrate the method of casting out the nines as a proof for multiplication.

- Show that the diagonal of a cube is equal to the edge multiplied by  $\sqrt{3}$ .
- What quantity is  $\frac{1}{2}$  of its reciprocal?

3. Suppose that £47 11s. is to be divided among a certain number of men, women, and boys; that there are 10 boys for every 3 men, and that the women are 36 per cent. of the whole number of persons; that each boy is to receive 6d., each woman 1s., and each man 2s. 6d. Find the respective numbers of men, women, and boys.

4. If I buy a bill on Hamburg at 13 marks 13 $\frac{1}{2}$  schillings per £ sterling (16 sch. = 1 mk.), and send it to Amsterdam, where it is sold at 35 florins 42 cents. per 40 marks; and if the proceeds are thence remitted to Paris at 57 $\frac{1}{2}$  florins per 120 francs, what rate of exchange is thus established between London and Paris?

5. Two clocks point to 2 o'clock at the same instant; one loses 7 secs. and the other gains 8 secs. in 24 hours. When will one be half-an-hour before the other; and what time will each clock show?

6. Sketch a jib crane, figure the dimensions of the working parts, and show the power of the machine.

7. In a locomotive engine the area of the piston is 90 inches, the length of the stroke is 16 inches, the pressure of steam 50 lb., the effective evaporation of the boiler 7 cubic foot per minute, the diameter of the driving wheel 5 feet. What is the speed of the train per hour?

8. A train weighing 60 tons has a velocity of 40 miles an hour. At the foot of an incline of 1 in 100 steam is shut off. How far will its momentum carry the train, taking friction at 8 lb. per ton?

#### For Admission as Teacher of the Second Class. (Females.)

1. State and explain the rules for converting recurring decimals into their equivalent vulgar fractions, taking  $\cdot\overline{629}$  and  $2\cdot\overline{41583}$  as examples.

2. Simplify—

$$\sqrt[3]{\cdot\overline{000045499293}} - \sqrt[3]{\cdot\overline{000000000008}}.$$

3. Find in acres, &c., the area of a rectangular field, of which the longest side is to the shortest in the ratio of 15 to 8, and which a person, walking at the rate of 3 $\frac{1}{4}$  miles an hour, takes 5 min. 45 sec. to walk round.

4. If the 3 per cent. consols be at 90 $\frac{1}{2}$ , what must I invest in order to secure a yearly income of £466, after paying an income-tax of 7d. in the £, brokerage being  $\frac{1}{2}$  per cent.?

5. C owes B 875 of what B owes A; B gives C 6s. 8 $\frac{1}{2}$ d. to put the accounts between them straight. What was B's debt to A?

6. (a) What are the standards of (1) the gold coin, and (2) the silver coin in England?

(b) Deduce the Rule of Three from the principles of Proportion.

7. The content of a cubical box is 81.370 feet. Find the cost of lining its inside (lid included) with cloth 72 yard wide at 9d. a yard.

8. (a) Explain the nature of "Stock."

(b) If the 3 per cents. are at 89 $\frac{1}{2}$ , what should be the price of the 3 $\frac{1}{2}$  per cents.?

(c) If the 3 $\frac{1}{2}$  per cents. are at 104, which stock is the better investment?

### ENGLISH GRAMMAR AND COMPOSITION.

18th December—9 to 12.

#### For Admission as Pupil-Teacher of the First Class.

1. When is a noun in the nominative case? Explain "Nominative to a verb," "Nominative in Apposition," "Nominative of Address," "Nominative Absolute;" and give examples of each in sentences.

2. Conjugate the verb *to be* in all forms of the indicative mood.

3. (a) Form nouns from the following words:—

Hard, good, direct, dig, thrive, heal, distract, treat, state, preside.

(b) Form adjectives from the following nouns, adjectives, and verbs:—

Snow, frolic, fever, brass, flower, loyal, graceful, similar, clean, drink.

(c) What part of speech is each of the accented words below:—

Ac'cent, conduct', des'ert, pre'fix, rebel', refuse', tor'ment, torment', collect', col'lect?

4. Explain the following selections from the Second Reader:—

- "I would yield to none in point of symmetry."
- "He came to the hut of a poor swine-herd, who lived in a very secluded part of the country."
- "Cresting the billows like silvery foam, Then wheeling away to its cliff-built home!"
- "Tore him by main force from his prey."
- "The hollow oak our palace is, Our heritage the sea."



5. (a) *Obedying the law ourselves, we should be careful to inculcate the like obedience in others.*  
 (b) The difference between the two methods consists principally in the number of characteristic points considered in classifying plants.  
 (c) This vessel, with eighteen men, under the command of Sebastian del Cano, safely *reached Spain on 6th September, 1522, after an absence of three years.*  
 Analyse the passages, and parse the words in italics.

#### For Admission as Pupil-Teacher of the Second Class.

- Write down the Past Imperfect (or Progressive), the Past Perfect (or Pluperfect), the Past Indefinite (usually called the Past or Imperfect); the Present Imperfect (or Progressive), the Present Perfect (usually called the Perfect), the Present Indefinite (usually called simply the Present); the Future Imperfect (or Progressive), the Future Perfect, and the Future Indefinite (usually called simply the Future) of the Active Voice, Indicative Mood, of the verb *to teach*; and show clearly the distinction, as regards the time of the action, shown by each of the nine forms.
- Correct or justify the following, giving reasons for your decisions:—
  - The phenomena was startling to behold.
  - Six weeks' rent are still unpaid.
  - Shall I invite both her brother and she?
  - Who can the present be for?
  - When will we arrive in port?
  - There let him lay, where he has lied before.
- Explain the following passages from the Fourth Reader:—
  - "Even the vines have been spared from the depredations of the phylloxera."
  - "Honour and shame from no condition rise, Act well your part, there all the honour lies."
  - "And the gay grandsire, skilled in gestic lore, Has frisked beneath the burden of three-score."
  - "Treated much in the same manner as the pariah dogs of the East."
  - "Both heirs to some six feet of sod, Are equal in the earth at last."
- Lightly this little herald *flew aloft, Followed by glad Endymion's clasped hands; Onward it flies. From languor's sullen bands His limbs are loosed, and eager, on he hies Dazzled to trace it in the sunny skies.*  
 He flew, the way so *easy* was;  
 And like a new-born spirit *did he pass*  
 Through the green evening quiet in the sun,  
 O'er many a heath.—KEATS.  
 Analyse the passage, and parse the words in italics.

#### For Admission as Pupil-Teacher of the Third Class.

- Name and define the *finite* moods, and illustrate the use of each in sentences.
- (a) Give fully in tabular form the derivation of the following words:—  
 Annihilate, cloister, locomotive, inherent, incessant, sublime, patriarchal, arboreal, perennial, solar.  
 (b) Construct ten sentences in each of which one of the above words is employed.
- Correct or justify the following, giving reasons for your decisions in each case:—
  - Shall we fall the tree?
  - Who were you speaking to, that vexed you so?
  - Let it be her that you have chosen.
  - He or I is in the wrong.
  - To rightly use it the bottle should first be shaken.
- Heaven has an end in all: yet, you *that* hear me,  
 This from a dying man receive *as certain*:  
 Where you are liberal of your loves and counsels,  
 Be sure you be not *loose*; for those you make friends,  
 And give your hearts *to*, when they once perceive  
 The least rub in your fortunes, *fall away*  
 Like water from ye.—SHAKESPEARE.  
 Analyse the passage, and parse the words in italics.

#### For Admission as Pupil-Teacher of the Fourth Class.

- Conjugate the auxiliary verbs—*May, can, and ought*.
- Set down in the order in which it would be taught, the subject-matter of a lesson to a Fourth Class on—*The Infinitive Mood*.
- Give in tabular form the derivation of—Mandarin, climate, diameter, pomade, architecture, salubrity, progeny, turbulent, period, practical.
- Think not upon the fault  
 My father made in *compassing the crown*!  
 I Richard's body have interred new,  
 And on it have bestowed more contrite tears  
 Than from it issued forced drops of blood.  
 Five hundred poor I have in yearly pay,  
 Who twice a day their withered hands hold up  
 Towards Heaven, to pardon blood; more will I do;  
 Though all that I can do is *nothing worth*,  
 Since that my penitence comes after *all*,  
 Imploping pardon.—SHAKESPEARE, *King Henry V.*  
 (a) Paraphrase the passage.  
 (b) Analyse the last six lines.  
 (c) Parse the words in italics.

#### For Admission as Temporary Teacher.

- Define the various classes of nouns, and give examples.
- Write what you know about "Degrees of Comparison in Adjectives."
- Give the infinitive, the participles, and the full conjugation of the present and past indicative active of the verb *to do*.
- Give a list of the defective verbs, showing whether possessing present tense, past tense, or past participle.
- Explain the following passages from the Third Reader:—
  - "The Mercury, a vessel that formed part of the squadron sent against Quebec."
  - "The transit of the planet Venus across the face of the sun."
  - "Great praise the Duke of Marlbro' won, And our good Prince Eugene."
  - "The story is well known of the mischief done by his little dog Diamond."
  - "Where the boomerang sleeps with the spear: With the nullah, the sling, and the spear."
- Write a letter to the Secretary of a Provisional School Committee, asking for a nomination to be appointed teacher.
- Vague and contradictory reports of its *physical* conformation, natural products, and inhabitants, *reached Europe from time to time*; but the *only* certain knowledge *gained* was the fact that ivory and slaves *were produced in abundance, and exported from the towns on the coast*.  
 (a) Paraphrase the foregoing passage.  
 (b) Parse the words in italics.

- Set down the following as it stands, and then correct it as you would correct a dictation exercise worked in your class or school:—

Between the early life of a fly in its caterpillar form and its subsequent aerial existence, there seems to be less connexion than between the earlier and latter life of any other insect. Their is no point of resemblance either in outward form or inward structure, between the white, soft, pulpey, isles, and legless body, which has twisted and riggled threw its blind career, and the restless, buzzing tormenter, who dances merry in the sunshine. We have often seen a fly walking up on a sealing or upon any inverted service or running up a smooth pain of glass, and we have wandered how it mannaged not only to hold on, but to run so nimly.

#### For Admission as Teacher of the Third Class.

- Point out the principal anomalies of the English letter (alphabet) system.
- (a) Write notes of a lesson on the Inflection of Nouns according to number.  
 (b) Are *riches, alms, caves, and summons* plural or singular? Give reasons.
- State what you know concerning the Indefinite Pronouns, their derivative formation, and their use respectively.
- "The two sorts of future tense have been conveniently distinguished as the Predictive Future and the Promissive Future." Explain this statement, and conjugate the Future Indicative Active of the verb *to lay* in each form.
- Bards of Passion and of Mirth  
 Ye have left your souls on earth  
 Have ye souls in heaven too  
 Double-lived in regions new  
 Yes and those of heaven commune  
 With the spheres of sun and moon  
 With the noise of fountains wondrous  
 And the parle of voices thund'rous.—KEATS.  
 (a) Indicate the rhythm of the passage (1) by marks over each syllable, and (2) by a statement opposite each line.  
 (b) Punctuate the passage.
- Pray can I not,  
 Though INCLINATION be as sharp as will;  
 My stronger guilt DEFEATS my strong INTENT;  
 And, like a man to double business bound,  
 I stand in PAUSE where I shall first begin,  
 And both NEGLECT. What if this cursed hand  
 Were thicker than itself with brother's blood?  
 Is there not rain enough in the sweet heavens,  
 To wash it white as snow? *Whereto serves mercy*  
 But to CONFRONT the VISAGE of OFFENCE?  
 And *what's* in PRAYER, but this twofold force,—  
 To be forestalled, ere we come to fall,  
 Or PARDONED, *being* down?  
 —SHAKESPEARE, *Hamlet*.  
 (a) Paraphrase the passage.  
 (b) Analyse the passage.  
 (c) Parse the words in italics.  
 (d) Give the derivation of the words in small capitals.



## For Admission as Teacher of the Second Class.

- Set down in the order in which it would be given, the subject-matter of a lesson to pupil-teachers on "The Complex Predicate"—i.e., a verb of incomplete predication accompanied by its complement.
- Comment upon the following sentences:—
  - The rose smells sweet.
  - That's him.
  - Who is there? Me, Sir.
  - John and I lost our way.
  - You play me false.
  - He must needs go through Samaria.
  - Let each esteem other better than themselves.
  - On and after the 1st January, 1890, the following time-table will come into operation.
- "It is obvious that the Preposition has been developed out of the Adverb." Explain and illustrate this statement.
- Write a short essay on—
  - The future of Australia; or
  - Home influence.
- And the crested form of a warrior tall  
 With a sword of fire went before them all  
 With a sword of fire and a banner pale  
 And a blood red cross on his shadowy mail  
 He rode in the battle's van.  
 —MRS. HEMANS.
  - Hear the mellow wedding bells  
 Golden bells  
 What a world of happiness their harmony foretells  
 Through the balmy air of night  
 How they ring out their delight  
 From the molten golden notes  
 And all in tune.—EDGAR A. POE.

(a) Punctuate the foregoing passages.  
 (b) Scan the lines, and state the metre and rhythm of each.
- So, oft it chances in particular men,  
 That for some VICIOUS mole of nature in them,  
 As, in their birth—wherein they are not guilty,  
 Since nature cannot choose *his* ORIGIN—  
 By their o'ergrowth of some complexion,  
 Oft breaking down the PALLES and PORTS of REASON,  
 Or by some habit that too much o'erleavens  
 The form of PLAUSIVE manners, that these men,  
 Carrying, I say, the stamp of one defect,  
 Being nature's LIVERY, or fortune's star,—  
 Their virtues *else*—be they as pure as grace,  
 As infinite as men may undergo—  
 Shall in the GENERAL censure take CORRUPTION  
 From that particular FAULT.  
 —SHAKESPEARE, *Hamlet*.

(a) Analyse the passage, so as to show the nature and relation of the clauses or sentences. (*Detailed analysis is not required.*)  
 (b) Parse the words in italics.  
 (c) Give the derivation of the words in small capitals.  
 (d) Paraphrase the passage.
- State briefly "Grimm's Law," with illustrations.

## MUSIC.

18th December—2 to 3.30.

## For Admission as Pupil-Teacher of the First Class.

- Define—Pitch, rest, scale, music, octave.
- At the head of four staves place the following clefs respectively:—Treble, alto, tenor, and bass.
  - On each staff place semibreves to represent the following sounds:—G, C, E, A, and F.
- Give the value of (i.) a dotted crotchet, (ii.) a semibreve, and (iii.) a dotted minim, in quavers.
  - Represent with one note (and a dot if necessary), (i.) eight quavers, (ii.) three crotchets, and (iii.) six semiquavers.
- What is the use of a note, a staff, and ledger lines?
- On the great staff of eleven lines place semibreves to represent the twenty-two sounds forming the compass of the human voice.
  - Above these notes place curves bracketing those forming (i.) the compass of men's voices, and (ii.) those forming the compass of women's voices.
  - Under them place curves bracketing those forming the compass of (i.) the bass voice, (ii.) the tenor voice, (iii.) the alto voice, and (iv.) the treble voice.
  - Write along each curve what it represents.
- Referring to the music lithographed for you, write in order, on a staff, notes and rests having twice the time-value of those given in portion A; and on another staff, or part of the same staff, notes and rests having half the value of those given in portion B.
  - Under the *notes* you have made corresponding to portion A, and under the *rests* corresponding to portion B, write their names respectively.

## For Admission as Pupil-Teacher of the Second Class.

- Distinguish between—Sharps and flats; superfluous and diminished intervals; diatonic scales and chromatic scales.
- Name the Sharps and Flats in their natural order.
  - Illustrate them by placing the key-signature of C sharp major (seven sharps), and of C flat major (seven flats), on a treble staff.
- Arrange in proper order (from very slow to very quick time) the following Italian words relating to speed:—Allegro, Moderato, Adagio, Presto, and Andante.
- In the diatonic scale of B flat major give the letter names of the three sounds forming the triad or common chord; and of the dominant, leading note, and mediant.
- Name the keys, major and minor, indicated by two sharps, and by two flats.
  - Construct one bar (notes and rests) of each of the following kinds of time:—C,  $\frac{3}{4}$ ,  $\frac{3}{8}$ ,  $\frac{7}{8}$ .
- Transcribe your lithographed music marked A, changing the time from C to  $\frac{3}{4}$  by writing notes and rests half as long in time-value as those given.
  - Transpose the portion marked B into the key of A flat major.

## For Admission as Pupil-Teacher of the Third Class.

- Explain the terms:—Tonic, octave, chord, tetrachord, and perfect fourth; and (b) illustrate the difference between the last two of these.
- Point out the tritones, the tetrachords, and the imperfect fifths in the major scales of A and of E flat.
- Write out in minims the scale of C major, ascending and descending; and then add such accidentals as will make it assume the form of C minor.
  - Name the keys, major and minor, indicated by three sharps and by three flats.
- Name the inversions of a major third, a perfect fourth, and an imperfect fifth.
  - Construct two varying bars (notes and rests) of each of the following kinds of time:— $\frac{3}{4}$ , C, and  $\frac{7}{8}$ .
- What two sounds come between D and E, G and A, and A and B respectively?
- Transcribe your lithographed music marked A, changing the time to  $\frac{3}{4}$ , by using notes of double the time-value of those given.
  - Transpose the portion marked B into the key of B major.

## For Admission as Pupil-Teacher of the Fourth Class.

- Explain and illustrate the difference between an interval and a succession of sounds.
- Compare the signification of the term "key" with that of the term "scale."
  - What is meant by the key-note?
- What notes above F sharp in pitch will make with it—
  - A perfect fourth?
  - A major sixth? and
  - An augmented third?

- Write on a staff two varying bars (notes and rests) of each of the following kinds of time:— $\frac{3}{4}$ ,  $\frac{3}{8}$ , and  $\frac{7}{8}$ .
  - Name the keys, major and minor, indicated by four sharps and by four flats.
- State what sounds require to be altered, and how, in order to form the scale of C minor from C major.
  - In what points does a major scale differ from a minor?
- Transcribe your lithographed music marked A, and put in the bars.
  - Write the passage marked B in the treble staff, and in the key of F.

## For Admission as Teacher of the Third Class.

- Explain, as to a class of children, how to learn and remember—
  - The intervals, major and minor, in the scale of C—
    - Less than the fifth, and
    - Greater than the fourth; and
  - Their inversions.
- Distinguish between Simple Time and Compound Time.
  - Write two varying bars (notes and rests) of each of the following kinds of time:— $\frac{3}{4}$ ,  $\frac{3}{8}$ , and  $\frac{7}{8}$ .
- Explain the construction of the Minor Scale.
  - Write the ascending Minor Scale of G in each of the following three ways—
    - Containing the same sounds as are to be found in its relative major;
    - Showing the true form; and
    - Showing the assumed form.
  - Slur the semitones in each,

# MUSIC

## EXAMINATION OF TEACHERS

December 1889.

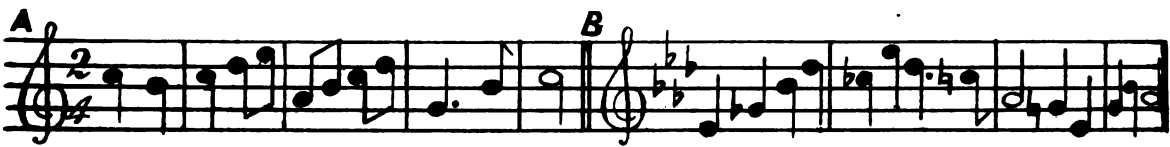
*For admission as Pupil Teacher of the First Class.*



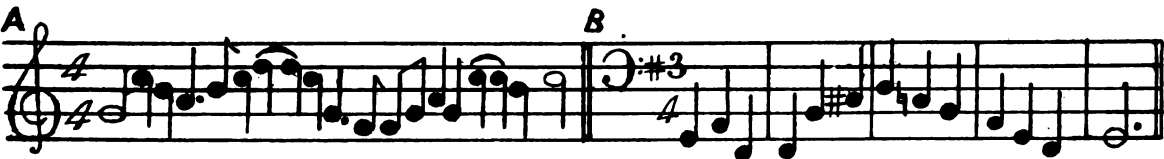
*For admission as Pupil Teacher of the Second Class.*



*For admission as Pupil Teacher of the Third Class.*



*For admission as Pupil Teacher of the Fourth Class.*



*For admission as Teacher of the Third Class.*



*For admission as Teacher of the Second Class.*







4. Name the keys, major and minor, indicated by five sharps and by five flats.

5. What notes above E flat in pitch will make with it the intervals of (a) a minor seventh, (b) a pluperfect fourth, and (c) a diminished third?

6. (a) Transcribe your lithographed music marked A, and put in the bars.

(b) Write the portion marked B in the bass staff, and in the scale of A flat.

#### For Admission as Teacher of the Second Class.

1. Write notes for a lesson on Modulation. Illustrate by examples on a staff.

2. Explain the importance of the fourth and fifth sounds of a major scale.

3. What is a triad? a major triad? a minor triad? diminished triad? Give an example of each kind.

4. (a) Distinguish between an Opera and an Oratorio.

(b) Name three examples of each kind of work, with the name of the composer of each.

5. (a) Give rules to guide a pupil-teacher in the construction of a chromatic scale, commencing on any sound.

(b) Construct on a treble staff the chromatic scale of A flat, ascending and descending.

6. Re-write in short score the music lithographed for you.

### DRILL.

18th December—3.30 to 4.30.

#### For Admission as Pupil-Teacher of the Second Class.

1. Give directions (a) for forming a squad into two ranks with an uneven number of boys; (b) for extending a squad of two ranks preparatory to performing the Extension Motions, Second Practice.

2. Describe motions *six, seven, and eight* of the Extension Motions, First Practice; also *one, four, and five* of the Second Practice.

3. Explain clearly how to execute the movements—"Left Turn," "Right About Turn," "Stand at Ease."

4. Explain the terms—Sizing, Dressing, Proving, File, Double, Close.

#### For Admission as Pupil-Teacher of the Third Class.

1. Give directions for "Changing Feet," "Stepping Short," "Wheeling on the March," "Turning on the March."

2. Describe motions *four, five, and six* of the Extension Motions, Third Practice. What motions in the Third Practice is it advisable to repeat?

3. Explain clearly how to execute the "Balance Step without Advancing." What is the special use of the movement?

4. What is meant by a "Blank File"? Explain clearly in words and by diagram the position which a blank file should occupy.

#### For Admission as Pupil-Teacher of the Fourth Class.

1. Explain the terms—"Moving File," "Blank File," "Pivot-man," "Cadence."

2. Give full instructions to moving files about to form "Fours left," at the halt.

3. What are the chief points to be attended to in teaching the "Balance Step, Advancing"? State the use of the movement.

4. Describe motions *four and six* of the Extension Motions, Third Practice; and *one and three* of the Extension Motions, Fourth Practice.

5. What is the special work in Drill prescribed for the class of which you are at present in charge?

#### For Admission as Teacher of the Third Class.

1. Give directions for the due performance of each of the following movements—*Changing front by wheeling; changing direction by wheeling; forming to the right at the halt; and forming to the front in quick time.*

2. What special work in Drill is required of pupils in the Third and Fourth Classes?

3. Describe the method of changing ranks. What are the advantages of the movement?

4. It is suggested that the teaching of Drill in our schools should be brought more into conformity with the British Army system. Discuss briefly the desirability or otherwise of doing so.

#### For Admission as Teacher of the Second Class.

1. (a) Explain the following expressions:—"Changing Front," "Forming Squad," "Moving to a Flank," "Battalion Drill."

(b) Make a diagram to show a "Battalion in Line" moved to be a "Battalion in Open Column Right in Front."

2. A "Battalion in Open Column (at the halt) Right in Front" receives the order, *Left Wheel into Line: Quick March.* Give instructions for the execution of the order. Show how the original position may be resumed.

3. A squad is moving to a flank in fours, and receives the order, *At the Halt, Front Form Squad.* Describe clearly how the movement is effected.

4. It is suggested that the teaching of Drill in our schools should be brought more into conformity with the British Army system. Discuss briefly the desirability or otherwise of doing so.

### HISTORY.

19th December—9 to 12.

#### For Admission as Pupil-Teacher of the Second Class.

\*.\* Only three questions are to be answered.

1. Give a brief account of the discoveries made on the Australian coast by De Quiros, Torres, Pelsart, Tasman, and Dampier.

2. Describe the first settlements at Port Jackson, Tasmania, and Port Phillip; and state what causes led to the occupation of each.

3. Write an account of Mitchell's expeditions, in 1836 and 1845.

4. State as fully as you can what led to the settlement of Western Australia.

5. Describe Kennedy's expedition in 1848.

#### For Admission as Pupil-Teacher of the Third Class.

\*.\* Only three questions are to be answered.

1. Write what you know of the civil, social, and religious institutions of the ancient Britons.

2. Sketch the history of the Roman government of Britain.

3. Give some account of the Jutes, Angles, and Saxons; and state which kingdoms of the Heptarchy were founded by those tribes, respectively.

4. Sketch the reign of Harold the Saxon.

5. Detail the circumstances under which Christianity was introduced into Britain under the Saxons.

#### For Admission as Pupil-Teacher of the Fourth Class.

\*.\* Only three questions are to be answered.

1. Describe the relations between England and Scotland during the Norman period.

2. Describe the condition of England during the reign of Stephen.

3. What circumstances in the reign of John led to the loss of the provinces which the English held in France?

4. Write a brief account of the war with Scotland in the reign of Edward II.

5. Describe the dress and amusements of the people during the Plantagenet period.

#### For Admission as Teacher of the Third Class.

\*.\* Only six questions are to be answered.

1. Under what circumstances did Henry V. revive the claims of Edward III. to the throne of France, and with what result?

2. Write biographical sketches of the two queens whom Henry VIII. beheaded.

3. Write an account of the dissolution of the monasteries, and state what was done with the property taken from them.

4. What changes were made in the government of Wales and Ireland in the reign of Henry VIII.?

5. State the causes which led to the popular insurrections in 1549, and write an account of the most important.

6. Detail the circumstances which led to the loss of Calais in 1558.

7. Relate the circumstances which originated the courts of Star Chamber and High Commission. What were the powers of those courts, and when were they abolished?

8. Give a brief account of the plots which were formed in England in favour of Mary, Queen of Scots.

## For Admission as Teacher of the Second Class.

\*.\* Only six questions are to be answered.

1. Review in a concise form the history of Western Australia, giving the dates of the chief events.
2. Give (a) an account of the mineral discoveries in South Australia from 1841 to 1851; and (b) of the first discovery of gold in New South Wales.
3. Describe the explorations of Burke and Wills.
4. Write an account of the Irish Rebellion in 1641, and state the causes which led to it.
5. Give a list of the principal battles fought during the Civil War between Charles and the Parliament, with the dates and the issue of each.
6. Sketch briefly the War of the Spanish Succession under the separate heads of—(i.) causes, (ii.) events, and (iii.) results.
7. Give particulars of the Mutiny Act and of the Toleration Act of 1689.
8. Write a brief account of the Reduction of Ireland in William III.'s reign.
9. What were the principal articles in the Scotch Union Bill?

## LATIN.

19th December—2 to 5.

## For Admission as Pupil-Teacher of the Third Class.

1. (a) To what questions do the dative and ablative cases respectively answer? Illustrate by adequate examples.
- (b) Distinguish declension and conjugation, and state how the "stems" of substantives can generally be ascertained.
2. Give rules for the genders of nouns of the fourth and fifth declensions, noting the exceptions.
3. Decline—*Anima, aurum, sitis, lacus*, and *fides*; and in combination, "*Ille vigil miles*," and "*Hoc atrox certamen*."
4. (a) Indicate the usual form of comparison for the comparative and superlative.
- (b) Compare the adjectives—*Dives, senex, pius, fertilis*; state to what positive forms (if any) the following belong—*Ultimus, imus, primus*; and decline the pronouns—*Tu, iste, and quis*.
5. Give the person, mood, and tense of each of the following verbs, and write the corresponding part of each in the passive voice:—*Laudem, timuisti, duxeritis, finiunto*.
6. (a) Translate into Latin—  
They shall be. Ye may plough (*aro*). They have taught. Ye will have been defended (*tego*). Ye will polish. Of us. From you.
- (b) Translate into English—  
*Simus, araretis, docento, legat, politis, tibi, nostrum*.
7. (a) Render into Latin—  
(1.) Towards winter these birds migrate (*migro*) into other lands.  
(2.) Marseilles (*Massilia*) was built near the mouth (*ostium*) of the river Rhone (*Rhodanus*).  
(3.) A young man generally (*plerumque*) hopes (*spero*) to live for a long time.  
(4.) I have received the letters which you sent me.
- (b) And into English—  
(1.) Qui injuriam non propulsat (*repe*l), quum potest, injuste facit.  
(2.) Qui mortem non timet magnum is sibi praesidium (*security*) ad beatam vitam comparat (*procure*).  
(3.) Omnes causae quas commemoras (*mention*) justissimae sunt.  
(4.) Spero te, mi fili, cito (*soon*) vitia emendaturum esse (*amend*).

## For Admission as Pupil-Teacher of the Fourth Class.

## 1. Translate into English—

A.

Legato Romano res repetenti superbe responsum est a Latinis; quare bellum hoc modo iis indictum est. Ancus exercitu conscripto profectus Latinos fudit, et oppidis deletis cives Romam traduxit. Quum autem in tanta hominum multitudine facinora clandestina fierent, Ancus carcerem in media urbe ad terrorem increscentis audaciae edificavit; et Janiculum montem, ponte Sublicio in Tiberi facto, urbe conjunxit. Pluribus aliis rebus intra paucos annos confectis, immatura morte praereptus obiit.

B.

Ne prius in dulci declines lumina somno,  
Omnia quam longi reputaveris acta diei.

## VOCABULARY.

Acta, acts	Medius, middle
Aedifico, build	Modus, manner
Audacia, audacity	Ne, not
Autem, but	Obeo, die
Carcer, prison	Oppidum, town
Clandestinus, secret	Paucus, few
Civis, citizen	Præripio, snatch away
Conficio, accomplish	Prius quam, before
Conscribo, enrol	Proficiscor, depart
Declinare lumina, to close the eyes	Quare, why
Deleo, destroy	Quum, since
Facinus, crime	Repeto, seek
Fundo, rout	Respondeo, answer
Immaturus, untimely	Reputo, think over
Indico, declare	Somnus, sleep
Incresco, grow	Superbe, haughtily
Legatus, ambassador	Traduco, bring over

## 2. Translate into Latin—

The man was ill (*aeger*) of a very bad (*gravis*) complaint (*morbus*).

Many things in your letter pleased (*delecto*) me.

It may happen (*fit*) that a man (*quis*) may think (*sentio*) justly, yet not be able to express (*eloquor*) elegantly (*polite*) what he thinks.

You wrote me a letter on your birth-day (*natalis dies*) full of advice (*consilium*), and [not only] of the greatest kindness (*benevolentia*), but also (*tum etiam*) of good sense (*prudencia*). Philotimus brought (*reddo*) it to me the day after (*postridie*) he had received it from you.

3. Make a list of case-endings of the third declension, adding rules with exceptions for the formation of the genitive plural in *um* or *ium*. Decline *vis* and *rus*.

4. Decline, in combination—*Nulla navis tuta; quæque flia gracilis; id cubile vacuum*.

5. Give general rules whereby the gender of Latin nouns may be determined.

6. Account for the expressions—*Tua interest te valere; mea refert; refert patri; interest omnium*.

7. Write out the imperative mood of—*Capio, fero*. Also the past imperfect subjunctive of—*Possum, volo, fit*.

## For Admission as Teacher of the Third Class.

## 1. Translate into English—

A.

Ubi eum castris se tenere Cæsar intellexit, ne diutius commeatu prohiberetur, ultra eum locum, quo in loco Germani consederant, circiter passus sexcentos ab his, castris idoneum locum delegit, acieque triplici instructa ad eum locum venit. Primam et secundam aciem in armis esse, tertiam castra munire jussit. Hic locus ab hoste circiter passus sexcentos, uti dictum est, aberat. Eo circiter hominum numero sedecim millia expedita cum omni equitatu Ario vistus misit; quæ copiae nostros perterrerent, et munitione prohiberent. Nihilo secius Cæsar, ut ante constituerat, duas acies hostem propulsare, tertiam opus perficere jussit. Munitis castris, duas ibi legiones reliquit et partem auxiliorum; quattuor reliquas in castra majora reduxit.

B.

Cæsar, quod neque colloquium interposita causa tolli volebat, neque salutem suam Gallorum equitatu committere audebat, commodissimum esse statuit, omnibus equis Gallis equitibus detractis, eo legionarios milites legionis decimæ, cui quam maxime confidebat, imponere, ut praesidium quam amicissimum, si quid opus facto esset, haberet.

C.

Eodem die ab exploratoribus certior factus hostes sub monte consedissee millia passuum ab ipsius castris octo, qualis esset natura montis et qualis in circuitu ascensus, qui cognoscerent misit. Renuntiatum est facilem esse. De tertia vigilia Titum Labienum, legatum pro prætore, cum duabus legionibus et iis ducibus, qui iter cognoverant, summum jugum montis ascendere jubet; quid sui consilii sit, ostendit. Ipse de quarta vigilia eodem itinere, quo hostes ierant, ad eos contendit, equitatumque omnem ante se mittit. P. Considius, qui rei militaris peritissimus habebatur, et in exercitu L. Sullæ et postea in M. Crassi fuerat, cum exploratoribus præmittitur.

[CÆSAR: BELL. GALL., Lib. I., cap. 49, 42, et 21.]

## 2. Translate into Latin—

(a) Cæsar, when he saw that the seventh legion, which had taken up its position close at hand, was also hard pressed by the enemy, directed the tribunes of the soldiers that the legions should gradually unite themselves, and advance their standards with a double front against the enemy.

(b) If every one of us should seize for himself the advantages of others, and take away what he can from each, for the sake of his own profit, the society of men must needs be overturned.

- (c) It is peculiar to Folly to discern the faults of others and to forget her own.
- (d) I write to you less frequently, because I do not know for certain where you are, or where you will be; however, I thought that this letter should be given to this man, whom I know not, because he seemed about to visit you.

3. Give the gender and genitive singular of the following words—*Hercules, ordo, aries, crus, suppellex, anceps, caespes, lepus, obses*.

4. Write the first person singular perfect indicative, the infinitive, and the present infinitive of the following verbs—*Demonstrem, effero, quero, queror*; and the present infinitive of *delitui, sed, fulius, obstrinxi, and prosit*.

5. Explain the syntax (in C) of—*Die, consedis, cognoscerent, legatum, quid, consilii*; (in B) of—*Causa, equis, cui*; and A) of—*Se, triplici*.

6. (a) What is the substitute for a future infinitive passive, when the verb has no supine to form it with *iri*?
- (b) What verbs take two accusatives?
- (c) What verbs govern two datives?

7. Write the future of—*Possum, nolo*; the second person singular indicative present of—*Fio, eo, malo, morior, potior*.

8. (a) What case do *sum* and its compounds govern? What exception is there?
- (b) Decline, in the singular only—*Alius, quotusquisque*; and compare—*Novus, cito, saluber*.

#### For Admission as Teacher of the Second Class.

##### 1. Translate into English—

###### A.

Igitur ubi animus ex multis miseriis atque periculis requievit et mihi reliquam aetatem a republica procul habendam decrevi, non fuit consilium socordia atque desidia bonum otium conterere; neque vero agrum colendo aut venando, servilibus officiis, intentum aetatem agere; sed a quo incepto studioque me ambitio mala detinuerat, eodem regressus statui res gestas populi Romani carptim, ut quaeque memoria digna videbantur, perscribere; eo magis, quod mihi a spe, metu, partibus republicae animus liber erat. Igitur de Catilinæ conjuratione quam verissime potero paucis absolvam: nam id facinus in primis ego memorabile existimo sceleris atque periculi novitate. De cuius hominis moribus pauca prius explananda sunt, quam initium narrandi faciam.

###### B.

"Si hæc relinquere vultis, audacia opus est; nemo nisi victor pace bellum mutavit. Nam in fuga salutem sperare, quum arma, quæ corpus tegitur, ab hostibus avorteris, ea vero dementia est. Semper in proelio se maximum est periculum, qui maxime timent; audacia pro muro habetur. Quum vos considero, milites, et quum facta vestra aestumo, magna me spes victoriae tenet. Animus, ætas, virtus vestra me hortantur; præterea necessitudo, quæ etiam timidos fortis facit. Nam multitudo hostium ne circumvenire queat, prohibent angustiae loci. Quod si virtuti vestrae fortuna invidit, cavete, inulti animam amittatis, neu capti potius sicuti pecora trucidemini, quam virorum more pugnantem cruentam atque luctuosam victoriam hostibus relinquatis."

[SALLUST: CAT., cap. 4 et 58.]

2. In allusion to what expression in the first chapter is the phrase "*Servilibus officiis*" here used? Of whose speech are the words in B a part?

3. Explain the syntax of the words in italics in A and B.

4. Distinguish between—*Malum, mælum; ōs, ūs; cædo, cædo; dico, dico; edo, edo; labor, labor; lavis, lavis; letitia, gaudium; refert, refert; facere verba, dare verba*.

5. (a) Define "Deponent verb," and give at least four instances of such verbs of which the participles are sometimes used as passive participles. Write the principal parts of *fido, gaudeo*, and name the special class of verbs to which they belong.

- (b) Write down all the parts of the verb *ao*, and name the class of verbs to which it belongs.

6. Classify "Impersonal verbs," and give an example of each class.

##### 7. Translate into English—

###### A.

Talia voce refert; curisque ingentibus æger  
Spem vultu simulat, premit altum corde dolorem.  
Illi se prædæ accingunt dapibusque futuris:  
Tergora deripiunt costis, et viscera nudant;  
Pars in frusta secant, veribusque trementia figunt;  
Litore æhena locant alii, flammæque ministrant.  
Tum victu revocant vires, fusique per herbam  
Implentur veteris Bacchi pinguisque ferinae.  
Postquam exempta fames epulis, mensæque remotæ,  
Amicula longo socios sermone requirunt,  
Inermes inter dubii seu vivere credant,  
— vocatæ.

###### B.

"Immo age, et a prima dic, hospes, origine nobis  
Insidias," inquit, "Danaum, casusque tuorum,  
Erroresque tuos; nam te jam septima portat  
Omnibus errantem terris et fluctibus æstas."

[ÆNEID, I., 208-222, et 753-756.]

8. In the foregoing verses parse the words in italics.

9. For what is "*Nec jam exaudire vocatos*" a periphrasis, and to what ceremony does it contain an allusion?

10. (a) Scan the *twelfth* line in A and the *first* in B.
- (b) Explain—*Cæsura, Systole, Penthemimeris*.
- (c) Translate into a Latin hexameter verse—  
"I have twice seven nymphs of peerless beauty."

11. Translate into Latin prose—

- (a) There is no vice more foul than avarice, particularly in nobles administering the public affairs; for to make a traffic of the state is not only shameful but wicked: by no means, moreover, can those who are at the head of a government more easily conciliate the affection of the people than by moderation and economy.
- (b) Soldier, I give you notice, if I ever again find you in this square, however you may say "I was looking for some one else, my road lay in this direction," it is all over with you.
- (c) We must eat to live; not live to eat.
- (d) I think that nothing is more sweet, more delightful, or more worthy the liberty of man, than friendship.
- (e) We cannot indeed do everything, but we must use every exertion.

#### EUCLID.

19th December—2 to 5.

#### For Admission as Pupil-Teacher of the Third Class.

1. If two triangles have two sides of the one equal to two sides of the other, each to each, and have likewise the angles contained by those sides equal to each other, they shall also have their bases or third sides equal.

2. Demonstrate that case of Euc. I. 7 where the vertex of each triangle is without the other triangle.

3. If from the ends of a side of a triangle there be drawn two straight lines to a point within the triangle, these shall contain a greater angle than the angle contained by the other two sides of the triangle.

4. Give the general and also the particular enunciations of Euc. I. 18 and 19.

5. Explain clearly the *construction only*, necessary in each of the following problems:—

- (a) From a given point to draw a straight line equal to a given straight line. (I. 2.)
- (b) To bisect a given rectilineal angle. (I. 9.)

#### For Admission as Pupil-Teacher of the Fourth Class.

1. To a given straight line apply a parallelogram which shall be equal to a given triangle, and have one of its angles equal to a given rectilineal angle.

2. If NRS, KVV, be two triangles which have the angle NRS equal to the angle KVV, the angle RSN equal to the angle VWK, and the side NR equal to the side KV, the two triangles are equal in every respect.

3. Enunciate the *converse* of Euc. I. 17 and 34 respectively.

4. Explain clearly the *construction only*, necessary in each of the following problems:—

- (a) To make a triangle of which the sides shall be equal to three given straight lines, but any two whatever of these must be greater than the third. (I. 22.)
- (b) To describe a parallelogram that shall be equal to a given triangle, and have one of its angles equal to a given rectilineal angle. (I. 42.)

5. Do *only one* of the following exercises:—

- (a) BC, the base of an isosceles triangle BAC, is produced to any point D; shew that AD is greater than AB.
- (b) If a straight line be drawn through A one of the angular points of a square, cutting one of the opposite sides, and meeting the other produced at F, shew that AF is greater than the diagonal of the square.

#### For Admission as Teacher of the Third Class.

1. Enunciate and prove the *converse* of Euc. I. 47.

2. If a straight line be bisected and produced to any point, the rectangle contained by the whole line thus produced and the part of it produced, together with the square on half the line bisected, is equal to the square on the straight line which is made up of the half and the part produced.



3. Demonstrate that case of Euc. II. 13 where the perpendicular falls within the given triangle.

4. Explain clearly the construction only, necessary in each of the following problems:—

- (a) To divide a given straight line into two parts, so that the rectangle contained by the whole and one of the parts shall be equal to the square on the other part. (II. 11.)
- (b) To describe a square that shall be equal to a given rectilinear figure. (II. 14.)

5. By how many right angles will the sum of the interior angles of a six-sided rectilinear figure exceed the sum of the exterior angles made by producing the sides successively in the same direction? Show how the answer is obtained.

6. Enunciate the converse of Euc. II. 12, and state whether it is true or not.

7. Give the numbers and enunciations of those propositions of Bk. II. which may be enunciated algebraically, thus:—

- (a) If  $a = b + c$ , then  $(a+b)^2 = 4ab + c^2$ .
- (b) If  $a = b + c$ , then  $a^2 + b^2 = 2ab + c^2$ .

8. Do any two of the following exercises:—

- (a) A straight line drawn at right angles to the base BC of an isosceles triangle ABC, cuts the side AB in D, and the side CA produced in E. Show that ADE is an isosceles triangle.
- (b) A is the vertex of an isosceles triangle ABC, and BA is produced to D so that AD is equal to BA; DC is then drawn. Show that the angle BCD is a right angle.
- (c) A straight line bisects the angle A of a triangle ABC; from B a perpendicular is drawn to this bisecting straight line, meeting it at D; BD is produced to meet AC, or AC produced at E. Show that BD is equal to DE.

#### For Admission as Teacher of the Second Class.

1. "If two plane triangles have three elements of the one respectively equal to three elements of the other, the triangles are equal in every respect."

- (a) Mention any cases in which the preceding proposition will not necessarily be true.
- (b) State a case in which it will be true, in addition to those proved in Euc. Bk. I.

2. Define "Similar segments of circles," and give the numbers and enunciations of those propositions of Euc. Bk. III., in which this definition is made use of.

3. If a straight line touch a circle, and from the point of contact a straight line be drawn cutting the circle, the angles which this line makes with the line touching the circle shall be equal to the angles which are in the alternate segments of the circle.

4. If from a point without a circle two straight lines be drawn, one of which cuts the circle (but does not pass through the centre), and the other touches the circle, the rectangle contained by the whole line which cuts the circle, and the part of it without the circle, shall be equal to the square on the line which touches it.

5. Inscribe a circle in a given regular pentagon.

6. Explain clearly the construction only, necessary in the following problems:—

- (a) To inscribe a regular pentagon in a given circle. (IV. 11.)
- (b) To inscribe a regular quindecagon in a given circle. (IV. 16.)

7. What is the perimeter of a regular hexagon inscribed in a circle of which the diameter is  $n$ ?

8. Do only two of the following exercises, but both must not be taken from the same set:—

- |       |   |   |
|-------|---|---|
| Set A | { | Construct a triangle, the perimeter and the angles being given.   |
|       | { | Bisect a given triangle by a line drawn from a given point in one of the sides.   |
| Set B | { | Prove that the sum of the squares on any two sides of a triangle is equal to twice the sum of the squares on half the base, and on the line joining the vertical angle with the middle point of the base. |
|       | { | Show that the square on the hypotenuse of an isosceles right-angled triangle is equal to four times the square on the perpendicular from the right angle on the hypotenuse.                               |

### NEEDLEWORK.

19th December—2 to 5.

\*.\* Examinees not provided with a tape measure may reckon three of the ruled spaces of the writing paper as one inch.

#### For Admission as Pupil-Teacher of the Second Class.

##### THEORY.

1. (a) Give full directions for teaching a child to top-sew.
- (b) What are the faults to be guarded against in top-sewing?

2. (a) Describe the proper method of folding the hems of a piece of cambric for a pocket handkerchief. Give the reason for that method.
- (b) How should the first stitch in hemming be made?

3. Write full notes for an Upper Second Class on "Patching."

##### PRACTICE.

(Material supplied,—a piece of calico, and coloured sewing-cotton.)  
N.B.—Use only white sewing-cotton for Question No. 1.

1. (a) Fold the calico in the form of a pillow-slip.
  - (b) Tack one side for a run-and-fell seam, and sew one inch of it.
  - (c) Tack the other side for a top-sew-and-fell seam, and sew one inch of it.
  - (d) Fold down and tack a hem, one inch deep, round the top of the pillow-slip, and hem two inches of it.
  - (e) Stitch two inches of the hem, three threads from the folded edge of it.
  - (f) Make a button-hole in the hem.
  - (g) Cut a hole, an inch long, the straight way of the material, about the middle of the pillow-slip, and darn it.
2. Mark, in plain cross-stitch, with the coloured sewing-cotton, "D.F.3," near the bottom of the slip.

#### For Admission as Pupil-Teacher of the Third Class.

##### THEORY.

1. Describe the whole process of setting and commencing to sew a run-and-fell seam.
2. Write full notes for an Upper Third Class on the whole process of—  
(a) Gathering, (b) stroking, and (c) stocking-in gathers.
3. (a) Describe in detail the process of grafting.
- (b) What is the use of the stitch?
4. In which direction should each of the following stitches be worked—right to left, or left to right—  
(a) Hemming, (b) top-sewing, (c) herring-bone, (d) feather-stitch, and (e) working a button-hole?
5. Describe a neat and firm method of sewing on tape-strings.

##### PRACTICE.

(Material supplied,—a piece of flannel, two paper patterns, and coloured silk.)

N.B.—Use only white sewing-cotton, unless otherwise directed.

A night-dress is to be made from the flannel. There is to be no seam on the shoulders. The sleeve is to have only one seam.

1. Cut out a night-dress and one sleeve from the material provided, by the paper patterns supplied, reserving material for bands for the neck and sleeve, and a piece for a patch.
  - (a) Join the sides of the garment.
  - (b) Make a hem one inch deep round the bottom.
  - (c) Join the sleeve.
  - (d) Take a piece of flannel three inches long and one inch deep, and put it as a band on the sleeve, gathering the sleeve at the proper place and finishing the band in the proper way.
  - (e) Tear a slit three inches long down the middle of the front. Properly finish the edges and bottom of the opening.
  - (f) Put a band on the neck five inches long and half-an-inch deep when finished, gathering the garment at the proper places and properly finishing it.
  - (g) Put a patch on the garment in front, just above the hem, the hole to be not less than one inch square.
2. With the coloured silk, work—
  - (a) Three inches of a pattern in feather-stitch on the collar-band;
  - (b) Three inches of a different pattern of feather-stitch on the bottom hem; and
  - (c) A button-hole on the proper side of the collar-band.

#### For Admission as Pupil-Teacher of the Fourth Class.

##### THEORY.

1. How would you teach a class to make a button-hole, having one round and one square end, supposing that the stitch has not yet been taught?
2. (a) What length of whipped material would you prepare for a pillow-slip, keeping the frill full?
- (b) Describe in detail the whole process of whipping and sewing on a frill, along one side and round a corner.
3. How would you teach a child to "cast-on" in knitting?

## PRACTICE.

(Material supplied,—calico, paper pattern, stocking-web, darning-cotton.)

N.B.—Use only white sewing-cotton unless otherwise directed.

- (a) From the calico provided, cut out a pair of open drawers from the paper pattern supplied, reserving a piece for the band and bias piece for hemming the open part. N.B.—The garment, when finished, is to be the size of the paper pattern.
  - (b) Set and tack a hem and three tucks of equal width at the foot of one leg, and sew one inch of each.
  - (c) Join the leg which has the hem and tucks by means of a run-and-fell seam, neatly tacked. Sew two inches of it at the bottom.
  - (d) Join the other leg by means of a top-sew-and-fell seam, neatly tacked. Sew two inches of it at the bottom.
  - (e) Tack on a bias fold round the open part of the leg which has the hem and tucks. Hem two inches of it. N.B.—The bias band may have joins in it if necessary.
  - (f) Gather the required portion and put into a band, one inch deep and eight inches long, when finished. Tack it firmly, and properly finish one-half of the band.
  - (g) Show two inches of stitching on the finished half of the band, near the gathers.
- On the stocking-web, with the darning-cotton—
    - Show a plain darn;
    - Show any fancy darn; and
    - Take up a "ladder" not less than two inches long; or  
Show two inches of "grafting."

## For Admission as Teacher of the Second or Third Class.

## THEORY.

- Give full directions for teaching a Fifth Class to draft a pattern for a full-sized chemise, with separate sleeves. Illustrate by diagrams, and beside each line state its length in inches.
- Give full directions for patching—
  - Calico, (b) flannel, (c) flowered muslin.
- Write a short essay on "Cutting-out."

## PRACTICE.

(Material supplied,—Calico, linen, muslin, and flourishing-thread.)  
N.B.—Use only white sewing-cotton unless otherwise directed.

- From the calico and linen supplied make a sleeve for a man's day-shirt, the collar-length of which is sixteen inches. The sleeve is to have a gusset at the wrist-opening, and button-holes in the proper places, supposing studs to be worn. The wrist-band is to be interlined with calico and to have square corners.
- Make a cross-cut darn in the upper part of the sleeve.
- On the muslin, with the flourishing-thread, show the initials "A.T." worked suitably for the corner of a pocket handkerchief.

## SCHOOL MANAGEMENT.

18th December—2 to 4.

## For Admission as Temporary Teacher.

- As specimens of copy-setting, write in text-hand the word "Geological"; and in small-hand the sentence "The quality of the writing is a thing seldom attended to."
- Explain briefly the following terms, as used in connection with School Management:—Apparatus, Organization, Class, Draft, Bipartite, Tripartite, Analysis, and Synthesis.
- State clearly what are the nature and functions of each of the following kinds of questions—
  - Questions of Repetition,
  - Questions of Examination,
  - Socratic Questions.
- State clearly, but briefly, how you propose to secure, in teaching Reading—
  - Distinct Articulation,
  - Fluency,
  - Expression,
  - Emphasis.
- "Mental arithmetic is as important as any other part of a child's arithmetical education." Discuss this statement, and also indicate the kind of examples you would employ in teaching this branch to all classes, up to the third class.
- In teaching the Geography of Queensland, state in what order you would take the different features. Give reasons for the arrangement you adopt.

7. In parsing, pupils frequently confound the "Adjective" with the "Adverb," and the "Preposition" with the "Conjunction." Show how you would secure the correct parsing of those parts of speech.

8. A provisional school is required in a district where there is likely to be an average attendance of 24 pupils.

- On a ground plan of a suitable school-room for such an attendance, indicate the position of the necessary furniture and apparatus.
- Give the dimensions of the school-room, and the length and height of each desk and form.
- Describe the organization suitable for a school of this kind.

20th December—9 to 12.

## For Admission as Pupil-Teacher of the Fourth Class.

- As specimens of copy-setting, write in text-hand the word "Symposium"; in small-hand, "Writing forms the popular test by which the value of a school is tried"; and, in plain print, the word "Ipswich."
- Give the substance of the Regulations concerning pupil-teachers.
- Enumerate the special features that should characterize a writing lesson in copy-books.
- (a) Give as fully as you can Mr. Park's suggestions for teaching "Mental Arithmetic."  
(b) State briefly the methods you would adopt to prevent copying during practical lessons in Arithmetic.
- Write full "Notes of a Lesson," to an Upper Second Class, on the "Adjective."

## For Admission as Teacher of the Third Class.

- As specimens of copy-setting, write in large-hand the word "Telegraph"; in small-hand—  
"Trifles light as air  
Are to the jealous confirmation strong,  
As proofs of holy writ";  
and, in ornamental print, "Building Society."
- (a) Quote the Regulations regarding "Temporary Teachers" and "Teachers on Probation."  
(b) Give the substance of the General Instructions regarding the "Work Book."
- Describe clearly but briefly the following methods of teaching Reading:—
  - The Phonetic Method.
  - The Look-and-Say Method.
  - The Alphabetic Method.
- Show by illustrative examples how you would teach Subtraction according to—
  - Method of Decomposition.
  - Method of Equal Additions.
 State which of the methods you prefer, and why you prefer it.
- Write down suitable directions for a pupil-teacher who is about to give a "Dictation Lesson."
- Discuss briefly to what extent good discipline is assisted by a judicious system of "Rewards and Punishments."
- State clearly how you would deal with the following faults—
  - Sullenness,
  - Unpunctuality,
  - Falsehood.

8. Write full notes shewing how you would teach, by the inductive method, the definition of an Adverb to the Upper Second Class.

## For Admission as Teacher of the Second Class.

- As specimens of copy-setting, write in large-hand the word, "Municipality"; in small-hand—  
"To thine own self be true;  
And it must follow, as the night the day,  
Thou canst not then be false to any man";  
and, in ornamental print, "Hydropathic."
- Write down the clauses of the "General Instructions" regarding the "Admission Register." Indicate all the possible entries that may appear opposite the name of any child who has passed through the school.
- Enumerate the books you have read with a view to your improvement as a teacher. Give an outline sketch of any one of them.
- What value do you attach, respectively, to "The Love of Praise" and the "Fear of Censure," as aids to the maintenance of good discipline in your school; and what dangers are incident to a careless application of these motives?



5. What instructions would you give your pupil-teachers, with reference to the teaching of geography, so that it may not degenerate into "A system which loads the memory with names and figures without calling into play the powers of observation or the understanding"?

6. (a) What are the advantages derivable from the study of history in primary schools?

(b) The Fourth Class, by Schedule V., is required to have a knowledge of the leading events in English history. Draw up a list of such events, and give reasons for the selection you make.

7. (a) What is included under the term "School Organization"?

(b) What time would you devote, per week, to the teaching of each branch of education detailed in Schedule V. for pupils in the Third Class?

8. Give the organization for a school with an average attendance of 250 pupils, and having a staff consisting of the head teacher, four assistants, and three pupil-teachers, so as to show the classification, the staff distribution, and the general routine.

## ALGEBRA.

20th December—2 to 5.

\*.\* All the details of the work must be given.

For Admission as Pupil-Teacher of the Third Class.

1. Show that the sum of  $12a - 6b - c$ ,  $-(7a - c + b)$ , and  $a + b + 6c$ , diminished by the sum of  $26a + 13b - 8c$ ,  $-16b - 13a - c$ , and  $-(11a - 11c - b)$ , will leave twice the latter sum.

2. What quantity divided by  $x^3 + x^2y + xy^2 + y^3$  will give  $x^2 - x^2y + xy^2 - y^2$  as quotient, and  $y^2$  as remainder?

3. If  $a=0$ ,  $b=2$ , and  $c=-3$ , find the value of—  
 $4abc - c - [4a + 2c - \{c - (b + c)\}]$ .

4. Solve the equation—

$$\frac{x}{4} - \frac{x+10}{5} + 4\frac{1}{2} = x - 1 - \frac{x-2}{3}.$$

5. A man sold a horse for £28 and one-third of what he gave for it, and thereby gained £4; how much did he pay for the horse?

6. In the following questions give the answers only, not the work:—

(i.) A man has  $a$  pounds and  $b$  half-crowns, to how many persons can he give sixpence each?

(ii.) What is the whole length of a man's journey, if after travelling for  $x$  hours at  $y$  miles an hour, he has still  $z$  miles to go?

For Admission as Pupil-Teacher of the Fourth Class.

1. "It often happens that the highest common factor of two expressions, and their numerical greatest common measure when the letters involved in those expressions have particular values assigned to them, are not the same." Show the truth of this statement in the case of the expressions—

$$2x^3 - 3x^2 - 3x + 2, \text{ and } 3x^3 - 7x^2 + 3x - 2; \text{ when } x=3.$$

2. What quantity multiplied by itself becomes—

$$27x^3 - 10x + 1 + x^4 - 10x^3?$$

3. If  $a=0$ ,  $b=1$ ,  $c=-2$ ,  $d=3$ , find the value of—

$$10 - (3abc - 2bc^2d) \sqrt[3]{a^3b^3c - c^3bd + 3} + c^2.$$

4. Find  $x$ , when  $\frac{x-a}{b-x} = \frac{x-b}{a-x}$ .

5. Three tradesmen form a company. A puts in £200; B puts in as much as A and one-third of C's capital; and C puts in as much as both of the others. Required the whole capital of the company.

6. In the following questions, give the answers only, not the work:—

(i.) What quantity is that of which the cube is  $n$  times as great as the square?

(ii.) What quantity multiplied by  $n$  times itself becomes  $nm^2$ ?

(iii.) If the sixth power of a quantity be  $m^3$ , what is the square of the quantity?

For Admission as Teacher of the Third Class.

1. Define—"Simultaneous Equations," and explain clearly three different methods of solving them, illustrating your answer by reference to—

$$\begin{cases} 4x - 8y = 0 \\ 2x + 6y = 20. \end{cases}$$

2. Solve the equation—

$$\begin{cases} \frac{x}{2a} + \frac{y}{3b} = a + b \\ \frac{3x}{a} - \frac{2y}{b} = 6(b - a). \end{cases}$$

3. Give a rule for finding the square of any multinomial without going through the actual process of multiplication, and apply it to determine the square of  $a - 2b - 3c$ .

4. Find the cube root of—

$$x^6 - 9x^5 + 33x^4 - 63x^3 + 66x^2 - 36x + 8.$$

5. If  $p=1$ , and  $q=-\frac{1}{2}$ , find the value of—

$$\frac{8}{9} + \{p^2 + q^2 - (p - q)\sqrt{p^2 - 2pq + q^2}\} \div (p^3 - q^3).$$

6. Resolve into factors—

$$x^3 - (a - b)^2; \quad 2x^3 + 10x^2 + 12x; \quad 10x^2 + 79x - 8.$$

7. Find the highest common factor of—

$$3ax^3 - 13ax^2 + 23ax - 21a, \text{ and } 6a^2x^3 + a^2x^2 - 44a^2x + 21a^2.$$

8. Simplify—

$$\frac{\frac{x^2 + y^2}{y} - x}{\frac{1}{y} - \frac{1}{x}} \times \frac{x^2 - y^2}{x^2 + y^2}.$$

9. A man rides one-third of the distance from A to B at the rate of  $a$  miles an hour, and the remainder at the rate of  $b$  miles an hour. If the whole journey occupied  $n$  hours, show that  $\frac{3abn}{2a+b}$  represents the distance in miles from A to B.

10. A man sets out on a journey at the rate of 3 miles an hour. How far will he have gone before he is overtaken by a coach which, starting 20 minutes later than he did, follows after him at the rate of 9 miles an hour?

For Admission as Teacher of the Second Class.

1. Show that if—

$$\sqrt{a + \sqrt{b}} = \sqrt{x} + \sqrt{y}, \text{ then } \sqrt{a - \sqrt{b}} = \sqrt{x} - \sqrt{y}.$$

2. If  $x=2$ , and  $y=3$ , find the numerical value of—

$$(9y)^{\frac{1}{2}} + (8x)^{\frac{1}{2}} - x(3y - y \cdot y^{-1})^{\frac{1}{2}} + \frac{\sqrt{x}}{(2x)^{\frac{1}{2}}}.$$

3. Show that—

$$\frac{15}{\sqrt{10} + \sqrt{20} + \sqrt{40} - \sqrt{5} - \sqrt{80}} = \sqrt{5}(1 + \sqrt{2}).$$

4. Simplify—

$$(11 + 6\sqrt{2})^{\frac{1}{2}} (27^{\frac{1}{2}} - 2^{\frac{1}{2}}).$$

5. Form the quadratic equation of which the roots are—

$$2 + \sqrt{3} \text{ and } 2 - \sqrt{3}.$$

6. If—

$$x - \frac{1}{x} = 1, \text{ prove that } x^2 + \frac{1}{x^2} = 3.$$

7. Solve the equation—

$$x^3 + xy = xy + y^3 + 5 = 15.$$

8. Find the value of  $x^3$ , when  $x^6 + 2x^3 = 80$ .

9. What number is that, which if subtracted from its cube, will leave six times the next lower number?

10. How much are pears a gross when, by lowering the price twopence a score, one hundred and twenty more can be bought for a sovereign?

11. A man walking from a town, A, towards another, B, at the rate of 4 miles an hour, starts one hour before a coach travelling 12 miles an hour, and is picked up by the coach. On arriving at B he finds that his coach journey has lasted two hours: how long would it have taken him to walk the whole distance between the two towns?



## EXAMINATION FOR GRAMMAR SCHOOL SCHOLARSHIPS, 1889.

## GEOGRAPHY.

17th December—9 to 12.

\*.\* The sketch maps must be as large as the foolscap page will admit.

Maximum Marks Obtainable.

- 6 1. What reasons can you give for supposing that the earth is round?
- 6 2. What is meant by the following terms:—(a) Axis of the earth; (b) meridian; (c) parallels of latitude; (d) tropics?
- 9 3. (a) A telegram was sent from Brisbane (longitude 153° E.) on the 2nd January at 9 a.m. to New York (longitude 74° W.), where it was received at 8.30 p.m. on the 1st January. How long did all the work of sending it occupy?
- 4 (b) How do you account for its arriving on the day before it was sent?
- 4 4. State the general direction of the ocean currents within tropical, temperate, and higher latitudes respectively.
- 9 5. Compare the climate of—  
(i.) Brisbane and Townsville;  
(ii.) Brisbane and Toowoomba;  
(iii.) Brisbane and Charleville;  
and account for any difference in each case.
- 6 6. (a) Name the provinces of Ireland, and the counties in each.
- 6 (b) Describe the mountain and river systems of Scotland.
- 7 (c) Name the principal manufacturing industries of England and their respective seats.
- 13 7. Draw a map of South America, showing the countries and capitals, and the position of the following:—Orinoco, Cayenne, Para, Bahia, Madeira, Sorata, Chimborazo, Pernambuco, Callao, Magdalena, Parana, Valparaiso, Titicaca.
- 12 8. Give a methodical description of Canada or of India under the usual heads.
- 18 9. On what river, in what country, and for what noted is each of the following towns:—Belize, Khartoum, St. Louis, Nikolaevsk, Belgrade, Rouen, Carlisle, Ottawa, Adrianople, Dundee, Bremen, Antwerp?

100 Total Maximum Marks.

## ARITHMETIC.

17th December—2 to 5.

\*.\* All details of the work must be given.

Maximum Marks Obtainable.

- 10 1. Find, by Practice, the cost of 6 tons 12 cwt. 3 qr. 10 lb. 8 oz., at £3 14s. 8½d. per cwt.
- 10 2. If 21 reapers cut 3 acres 3 roods of corn in 4½ days, in what time will 24 reapers of the same strength cut 16 acres 1 rood?
- 10 3. At what rate per cent., simple interest, will £1,248 12s. amount in 2½ years to £1,443 13s. 10½d.?
- 13 4. Find the value of—  
$$\frac{10\frac{1}{2} + 5\frac{1}{2} (\frac{4}{5} - 3\frac{1}{5})}{\frac{1}{2} - \frac{1}{3} \{ \frac{1}{2} - \frac{1}{3} (\frac{1}{4} - \frac{1}{6}) \}}$$
- 12 5. How much paper, 21 inches wide, will be required to paper a room which is 24 feet long, 18 feet wide, and 12 feet high, allowance being made for a doorway which is 8 feet high by 4½ feet wide, and for three windows, each of which is 6 feet high by 3½ feet wide?
- 12 6. A man leaves one-third of his property to his widow and one-half to his son, who gets £330 more than either of his four sisters, between whom the residue is divided equally; what is the whole sum left?
- 10 7. At what time between 4 and 5 o'clock will the hands of a clock be together?
- 12 8. A steamer is 14½ days on a voyage. For the first three days she makes 13 miles an hour; in the next six and a-half days she improves upon that speed 17 per cent.; and for the remaining time she runs 390 miles in the 24 hours. What distance has she gone, and what was her average speed per hour?

Maximum Marks Obtainable.

9. A man allows to his agent 5 per cent. on his gross rental for the expense of collecting his rents; he spends ¼ of his net income in assuring his life, and this part of his income is in consequence exempt from income-tax, the income-tax being 10 pence in the £, and his income-tax amounting to £38 19s.; find his gross rental.

10. Divide 100 guineas into an equal number of guineas, half-guineas, crowns, half-crowns, shillings, and sixpences; and reduce the remainder to the fraction of £1.

11. A dealer buys 80 tons of coals, and, after selling them again at 1s. 6d. per sack, finds he has gained £4. Had he sold them at 1s. 4d. per sack he would have lost £6. Find the cost price per ton, and the weight of a sack of coals.

Total Maximum Marks 125

## ENGLISH GRAMMAR AND COMPOSITION.

18th December—9 to 12.

Maximum Marks Obtainable.

1. Write (a) six nouns that have the singular and plural alike, and (b) six nouns that have no singular. \*
2. Write sentences containing an example of each of the following:—A gerund, a present participle, a verb in the subjunctive mood, and a verb in the infinitive mood with the sign omitted. Underline and name each.
3. (a) What is meant by *concord* in grammar? 3  
(b) Write out three rules of concord. 6
4. Parse the words in italics in the following sentences:— 30  
*That done*, he lets me go.  
He is a year *older* than I am.  
All the world's a stage, and all the men and women *merely players*.  
Neither a borrower nor a lender *be*.  
He died a rich *man*.  
I now gave *over* any more thoughts of the ship, or of anything out of her, *except* what might drive on shore from her wreck, *as* indeed divers pieces of her afterwards did; but those things were of small use to me.
5. Analyse fully the following sentence:— 10  
From that bleak tenement,  
He, many an evening to his distant home  
In solitude returning, saw the hills  
Grow larger in the distance.
6. There was not so great a necessity for hurrying as Mr. Sowerberry had anticipated, however; for when they reached the obscure corner of the churchyard, in which the nettles grew, and the parish graves were made, the clergyman had not arrived.

State the *nature* and *relation* of each sentence (or clause) in the preceding passage. Do so in columns, headed Sentence, Nature of Sentence, and Relation of Sentence. Be sure you give the *word* to which each sentence is related, and if necessary the sentence with which it is co-ordinate.

7. Asperse, amputate, cognomen, eccentric, ostentation, immerse, succumb, tradition.
- (a) Give the derivation of the preceding words. Show the prefix as it occurs here and in its original form, the meaning of the prefix, the root, and the meaning of the root. 15
- (b) Construct sentences containing the preceding words, taking care that you show that you understand the meaning of the words. 10
8. (i.) Correct any mistakes that occur in the following sentences, (ii.) give the rule, and (iii.) show that you understand its application:— 30
- (a) He took away with him not less than eight books.  
(b) The largest boat of the two was cut loose.  
(c) Are the boy and the parcel arrived which were coming from the country?  
(d) He was very different then to what he is now.  
(e) Parliament were dissolved three months' ago.  
(f) John, Edward, or Henry, must give me their assistance.  
(g) I have no idea who he intends to put in my place.  
(h) The phenomena was very curious.

Total Maximum Marks 150



### For Grammar School Scholarships.

Of the Males, 42 per cent. obtained at least 50 per cent. of the total marks. Last year (1888) this percentage was 35.5.

Of the Females, 22.9 per cent. obtained at least 50 per cent. of the total marks. Last year (1888) this percentage was 22.4.

Out of 185 examinees, only 9 gave the correct answer to the problem depending on the relation between longitude and time.

Teachers should habitually insist on accurate, full, and definite expression in their examination papers and exercises. "Within the tropics the currents run E. and W." is an answer which leaves the examiner in the dark as to the examinee's knowledge of the direction of the currents, and no value can be assigned to it. "Charleville is hotter than Brisbane because it is inland," tells only one part of the story. The writer may know that the sea warms the land in winter as well as cools it in summer, but the examiner is again in the dark. "Khartoum is in Africa," in reply to the question "In what country?" is again useless to an examiner. These three answers are types of scores equally faulty in the same way. From what I know of Fourth Class children, I should say that more marks were lost this year by faulty expression than by lack of knowledge of geography. A teacher valuing the exercise of his own pupils is able to supply the missing links from his knowledge of the boy, and may easily overestimate the pupil's chances of success under examination.

## ARITHMETIC.

### For Admission as Pupil-Teacher of the First Class.

Questions 1, 2 (a), 2 (b), and 3, were answered very fairly; questions 4 and 5, moderately well; and question 6, very badly.

Question 1.—45 per cent. failed to correctly change  $\overline{MC}$  into Arabic notation; the numbers 11,000, 1,100, and 1,000,100 being the more common. 15 per cent. were wrong in one or other of the remaining numbers.

Question 4.—35 per cent. did not know "Ale and Beer" measure, and 10 per cent. did not prove the correctness of their work.

Question 5 [MALES].—40 per cent. entirely failed in this, most of them ignoring the ratio of 4 : 3.

Question 6 [FEMALES].—25 per cent. made no attempt to work this sum, and 55 per cent. failed completely; the majority multiplying the length, breadth, and height together.

### For Admission as Pupil-Teacher of the Second Class.

Question 1.—Multiplication is defined by some "as a short method of addition."

Question 2.—This was done by very few.

Question 3 (a) and (b).—Occasionally it was seen that candidates did not know the proper use of the sign =. The following are copies of mistakes of this kind:—

$$3(a). \quad \frac{35}{8} - \frac{93}{44} = \frac{199}{88} + \frac{15}{8} = \frac{364}{88} + 5 = \frac{804}{88} - \frac{26}{7} = 5 \frac{65}{154}$$

$$3(b). \quad \frac{4}{11} + \frac{2}{5} = \frac{20}{55} + \frac{22}{55} = \frac{42}{55} + \frac{4}{11} = \frac{62}{55} = 1 \frac{7}{55}$$

Question 4.—The decimals were generally turned into vulgar fractions, and little opportunity was given to the examiner of judging of the candidates' knowledge of decimals.

Question 5.—This was sometimes done by proportion. It was intended, of course, that it should be done by practice.

Questions 4 and 5.—These afforded scope to careless examinees for blundering in mechanical work, and it was availed of.

Questions 6 (a) and (b) were generally done correctly.

Question 7.—This was very seldom stated correctly; plenty of practice in stating such sums is needed.

General Remarks.—Incorrect mechanical work was common. No candidate should be satisfied unless he has worked every sum twice.

In many papers sufficient details of the work are not given.

The statements of proportion should not be cancelled; the cancelling should be done afterwards.

### For Admission as Pupil-Teacher of the Third Class.

It is surprising to see how few of the male examinees observe the forms of ordinary politeness in addressing their bills. The papers of the female examinees were in marked contrast to this.

A very fair grasp of the subject was shown by a large majority of examinees of this grade.

Two weak points in these papers are specially noticeable. Sum No. 3 is an example of simple proportion containing somewhat extended fractional statements in two of the terms. It was found that very few had sufficient grasp of the method of dealing with fractions to enable them to state the terms as given and work the sum by Proportion in the usual way; the fractions being generally broken up into separate fragments, and the results collected for the proportion. Similar weakness was shown by examinees of other grades when called upon to simplify fractional expressions. The papers of the male examinees showed considerable mental confusion regarding the method of ascertaining the true discount on any sum of money.

### For Admission as Pupil-Teacher of the Fourth Class.

The candidates for this grade worked a number of very creditable papers.

The most noticeable weakness in these papers—and one which is more or less common to all grades—is the misuse of the sign of equality. Sometimes it is used indefinitely or to cover poverty of expression, as:—"A =  $\frac{1}{2}$  in  $2\frac{1}{2}$  days," to indicate that A can reap  $\frac{1}{2}$  of a field in  $2\frac{1}{2}$  days; but more frequently it is applied to absolutely incorrect statements, as—

$$\frac{3}{10} = 75; \quad \frac{1}{2} \times \frac{12}{1} = 6 \div 60; \quad \frac{6}{2} - \frac{15}{6} = \frac{3}{1} - \frac{5}{2} \div 5.$$

### For Admission as Temporary Teacher.

These papers, which obtain marks ranging from 112 down to 9, were generally weak, being characterised by want of proper logical arrangement in the working of sums, roundabout methods, unnecessary reduction, and the use of proportion when not required. The attempts to give examples of inverse proportion were in nearly all cases failures, and the proportion sum No. 7 was done correctly by only two of the examinees, whilst none were able to satisfactorily account for the monetary signs £ s. d.

### For Admission as Teacher of the Third Class.

These papers, which may be looked upon as being in some respects the most important of the series, were not by any means satisfactory. Some were very well done, showing that the writers have acquired a very fair mastery of the subject, but those of a large majority were very disappointing. The principal fault is the want of systematic and methodical working. There is abundant evidence that the arithmetical work of a large number of the examinees consists in the manipulation of a series of figures according to certain rules and formulae, with but very little exercise of the reasoning faculty. The use of circuitous methods and unexplained proportional statements, neglect of cancelling, and want of readiness to avail themselves of opportunities for simplification, are very common.

It is a significant fact that among the male examinees, while the pupil-teachers made an average of 77 marks, that of the temporary and provisional school teachers amounted to only 36.

### For Admission as Teacher of the Second Class.

Most of these papers are not at all up to the standard required for promotion to this class. Any required explanation of processes is either carefully avoided, or a mere statement of the method of working is considered equivalent to it. Some remarkable instances of the absence of common sense were apparent, as in making an engine, with the steam shut off, run 14, 25, and even 38 miles up an incline.

The bulk of these examinees show no lack of self-confidence, but have come to the examination ill-prepared to deal with the subject on the lines required from them.

The following remarks are of more general application:—A large number of mistakes, especially by the younger examinees, are caused by undue haste and want of careful consideration.

Papers characterised by neatness, well-arranged work, and with well-formed figures were in a very small minority.

Many of the examinees are content to write page upon page of figures without a word of explanation. They seem to think that the various parts of sums so done will be self-explanatory.

### Grammar School Scholarships.

Question 1.—The easiest aliquot parts of this practice sum were seldom taken. Many candidates did not see that 3 lbs. 8 ozs. are half of 7 lbs.

Question 3.—The formula without any explanation was often given. Surely it would be better that candidates should apply their knowledge of compound proportion to the solution of such a question as this.

Question 4.—Many candidates did not know the meaning force of the brackets. For example, they began simplifying fraction by adding  $5\frac{1}{2}$  to  $10\frac{1}{2}$ ; and the whole denominator said to be equal to  $\frac{1}{12} \times \frac{1}{30} \times \frac{1}{24}$ . Teachers should question to their Fourth and Fifth Class pupils for themselves the necessity there exists for to this weak point.



**Question 5.**—There was much confusion of mind as to the result of dividing the area of the required paper by 21 inches. It was often not known whether this result was inches, feet, or yards—whether lineal or square measure. In a few papers the strange mistake of including the area of the ceiling in the area of the required paper was made. Some of the children do not appear to know that the ceiling of a room is not papered.

**Question 7.**—A good many gave the answer to this, but very few gave the steps and reasons by which they arrived at the answer. Of course the answer to such a question without explanation is valueless. "All the details of the work must be given."

**Question 8.**—Full of careless blundering. For example: Over and over again "the remaining time" was said to be  $4\frac{1}{2}$  days instead of  $5\frac{1}{2}$  days ( $14\frac{1}{2} - 9\frac{1}{2}$ ).

Several thought that "the average speed per hour" could be got by finding the average speed per hour of each of the three periods of 3 days, of  $6\frac{1}{2}$  days, and of  $5\frac{1}{2}$  days, and by finding the average of these three averages.

**Question 9.**—Only a very few could do this.

**Question 10.**—Very few knew that the first answer was 51, and not  $51\frac{2}{3}$ ; that the remainder was 69 *sixpences*, and that the fraction of £1 was  $\frac{2}{3}$ .

**Question 11.**—This was done by a very few.

**General Remarks.**—Incorrect mechanical work was very common. This is no trifling matter. No candidate should be satisfied unless he has worked every sum twice. Many children took this paper who were quite unprepared for such an examination.

## GRAMMAR.

### For Admission as Pupil-Teacher of the First Class.

The remarks and suggestions of last year appear to have been but slightly heeded by many teachers. Faults in analysis, in parsing, and in etymology, similar to those pointed out last year, were common throughout this year's set of answers. In question 1, "The agent or doer of the action" was considered by most to be a full answer to the question "When is a noun in the nominative case?" Question 2 was generally well done, excepting in the misuse of the auxiliaries "shall" and "will." Numerous failures occurred in the three divisions of question 3. Thus in (a) such derivatives as the following were commonly given—"directness," "thrivement," "healment," "presidentment"; while in (c) only 35 per cent. of the examinees correctly classified the words set forth. In question 4 great lack of intelligence appeared in the attempts to explain the extracts from the Reading Lessons. "The hollow oak our palace is, Our heritage the sea," was not understood by 10 per cent. of the examinees. "If a sailor get shipwrecked his habitation must be a hollow oak if he can find one" is a fair sample of the numerous misconceptions of the meaning of this passage. In question 5 (analysis) *simple* sentences were classified as *principal*, while many considered it necessary to expand the sentences from *simple* into *complex*. (b). "The difference between the two methods consists principally in the number of characteristic points considered in classifying plants." When analysing the foregoing sentence only ten examinees placed as complement to the predicate the phrase "in the number of characteristic points considered in classifying plants." The others classified the phrase as an adverbial of place. In passing, such glaring errors as the following were painfully common:—"Inculcate," "a noun"; "careful," "an adverb"; "obeying," "a verb, indic. mood, 3rd plu. agreeing with subj. ourselves"; "consists," "plu. num., agreeing with subj. methods"; "considered," "a verb indic., 3rd plu. ag. with points"; "ourselves," "a noun, 3rd per. obj. gov. by obeying." The frequency of such blunders in the papers written by the candidates from even some of our large schools shows either that grammar does not receive its due share of attention, or that the subject is so mechanically taught as to be practically useless as an educative element in school work. It is my opinion that the numerous failures in this year's papers may be attributed to the undue extent to which task hearing is now being carried out. This system is made to do duty for the regular course of oral instruction in grammar which at one time obtained. The parsing and composition exercises furnish a fairly just criterion by which to judge of the character of the teaching in our schools.

### For Admission as Pupil-Teacher of the Second Class.

**Question 1.**—The examinees had been badly prepared for this question, only 33·7 per cent. passing in it. Many contented themselves with writing only the first person singular of the different tenses.

**Question 2.**—This question was, on the whole, well done. The *precise* reason for changes made should always be given in exercises of this kind.

**Question 3.**—Only 28·4 per cent. passed in this question. I never read answers more discreditable both to teachers and pupils than the answers to this question; they bristle with absurdities.

**Question 4.**—The analysis was better done than the parsing. The chief weakness in the analysis was the making of the principal clauses of one sentence co-ordinate with the principal clauses of another. Time would be saved, both to examinees and to the examiner, if exercises in analysis were written in the tabular form.

### For Admission as Pupil-Teacher of the Third Class.

2. (b) The necessity for some such test is proved by the fact that the word was incorrectly used in more than half the sentences supplied. The following specimens are selected from many hundreds of similar stamp:—

"We tried our best to *annihilate* the drowning man."

"The *cloister* of the church sings sweetly."

"This is very *locomotive*."

"Bricklayers use lime because it is *inherent*."

"The *incessant* insect still keeps persevering."

"The *sublime* of the ocean is blue."

"A *patriarchal* person is one who loves his native country."

"The man was tried by the *arboreal* judgment."

"She came at *perennial* times."

"The *solar* is part of the sun."

3. (i.) A favourite form of correction was to replace *shall* by *well*, and to leave *fall* untouched.

(iii.) *It*, objective after *let*, is joined to *her* by the verb *be*.

(iv.) See Mason, p. 178 § 484 and footnote. It may be remarked that Davidson and Alcock's Grammar, p. 170 § 354, contradicts Latham's rule; but their text book is not recognised by the Department. See also Alford's "The Queen's English," p. 265.

(v.) The insertion of a word between the sign and the infinitive was generally detected.

4. (b) *Sure*.—Frequently given as the principal *verb* of the compound "be sure."

*Loose*.—Similarly treated. Seldom regarded as a complementary adjective.

*To*.—Taken by many as an adverb, the *whom* (understood) not being supplied.

*Fall*.—*They* supplied as subject, instead of *those*, line 4.

### For Admission as Pupil-Teacher of the Fourth Class.

1. In a few instances answers were limited to the first person singular of the present and past indicative.

2. Method figured largely in the answers to this question, the requirement being—the subject matter in the order in which it would be taught.

4 (a). Few of the candidates knew that the allusion was to Richard II. Richard and "my father" were commonly regarded as one person. "Compassing the crown," "to pardon blood," "my penitence comes after all imploring pardon," were seldom given in equivalent terms.

4 (b). "Analyse the *last* six lines." Eleven candidates analysed the *first* six lines, and lost five-sixths of their marks.

4 (c). *Compassing*.—Gerund.

*A day*.—See Mason, p. 46, sec. 123.

*Worth*.—See Abbott, p. 94, sec. 129 (1).

*Since* = Seeing.—See Abbott, p. 262, sec. 458.

### For Admission as Temporary Teacher.

Questions 1, 2, 3, 6, and 7 (b) were well answered, and comments upon these are unnecessary.

4. The term "defective verb" was not understood, and long lists of irregular verbs, complete in all their parts, were substituted for those required. A table of thirty-one irregular verbs appeared on one paper.

5. In explaining these five passages from the Third Reader, 4·8 per cent. of possible marks was the average per candidate. The following are sample answers:—

(i.) "The 'Mercury' was a man-of-war ship, and was sent to fight against another man-of-war called the 'Quebec.'"

(ii.) "The transit of Venus across the sun was discovered by Captain Cook."

(iii.) "In the great battle of Waterloo fought by *Nepolean*."

(iv.) "A man was travelling through the country on horseback, and had a little dog called Diamond \* \* \* \* The master, thinking him mad, took a pistol and shot the poor animal," &c.



7. (a) The paraphrase required was that of a simple piece of prose from the lesson "In the Dark Continent," Fourth Reader. Five candidates did not attempt it at all; six others turned the passage into nonsense, and eleven gained half marks or over.

8. The mistakes were generally recognised, but to "correct" was often regarded as synonymous with "to mark"; and nothing was done to show the proper method of spelling the words.

#### For Admission as Teacher of the Third Class.

Many candidates were ill prepared for the examination, and few of those who have not been through the pupil-teacher's course were successful.

1. It became painfully evident as the reading proceeded that in many instances the word "anomalies" was not understood. The following is a sample:—"The principal anomalies of the English letter [alphabet] system are—1. To cultivate the mind," &c., &c.

2. (b). Candidates who knew nothing whatever about this question, felt bound to evolve their reasons, and gave such replies as—"Eaves is plural because the singular is evening." "Eaves is plural because it denotes more than one eave." "Riches, alms, eaves, and summons are plural number, because, if we were to place a singular verb after riches, it would not sound very grammatical to the ear."

3. See Mason, pp. 58, 59, 60.

4. See Mason, p. 75, sec. 213.

5. The scansion, as in Class II, was usually correct, and the rhythm and metre were clearly indicated. If candidates would look up the meaning and derivation of each term employed, such mistakes as "cataleptic," "quantermeter," "heptermeter," "cataleptical," and "Troiaichic tetrameter hymeterical," would be avoided.

6. (a). Lines 3, 4, and 10 formed the failing points of the paraphrasing.

6. (b). *Pray*.—Verb infinitive, frequently given as imperative, and as forming a separate sentence.

*To double*.—Often taken as meaning to increase, and regarded as an infinitive.

*To be forestalled* } Gerunds in opposition with "twofold  
*To be pardoned* } force."

*Being*.—Participle with adverbial force equal to *when*.

6. (d). The derivation of words requiring such roots as *clino*, *facio*, *lego*, *frons*, *video*, was too great a difficulty for this class of candidates, about one correct derivation in three being the average throughout.

#### For Admission as Teacher of the Second Class.

Few papers were of more than moderate literary merit, the marks being gained principally on what may be termed grammatical exercises—parsing and analysis, and on memory work.

1. The *subject-matter* was asked for, but copious notes on method, with little reference to subject matter, were frequently supplied.

2. With the exception of viii., these were not sentences for correction. Comments were required to prove the candidate's recognition of archaic forms of speech, and to test his information concerning the various influences by which idioms and peculiarities are formed. On one paper the remarks bearing on "He must needs go through Samaria," are prefaced by the statement "This is another Shakesperian quotation."

3. See Mason, p. 113 § 279, 280.

4. Outside ordinary text-book work this produced the most meritorious set of answers. "Home Influence" was the favourite theme, and the results of training in a well-ordered home were cleverly depicted.

5. (a) Punctuation, reported upon unfavourably in 1888, is still one of the weakest branches of the subject.

6. (c) These words are of Latin origin; seven are from common roots which would give little trouble to a smart Fourth Class pupil; yet less than half were correctly given on an average.

6. (d) The paraphrase was a failure, on more than half the papers, from a want of the most elementary knowledge of the plot and characters of "Hamlet." It would appear that text-book knowledge is little supplemented by general reading.

#### For Grammar School Scholarships.

From the answering of some of the examinees it was evident that the teachers who nominated them had been seriously wanting in judgment.

Some examinees repeated errors to which attention has been called year after year. Thus by a few the questions were written out in full; others gave an answer to the same question in two or

more parts widely separated, and with no note calling attention to the fact. Through sheer carelessness the answering was at times either deficient or redundant, as in question 7 (a), where in some instances the original form of the prefix was omitted, and in others the meaning of the words was given, or as in question 4 where one examinee tried to parse *every word*, not merely those in italics.

Question 1.—The two given classes of nouns were frequently confounded with each other, and a third class comprising such words as rice, gold, and water introduced indiscriminately into either.

Question 2.—The fact that not all verbal nouns are gerunds was not fully recognized. The Indicative Mood preceded by "if" was frequently given for the Subjunctive.

Question 3 (a) and (b).—Omitted by many examinees. Definitions need more attention.

Question 4.—Rules of Syntax, though not asked for, were usually given. In the first, fourth, and fifth sentences words were frequently supplied needlessly—*e.g.*, "(When) that (is) done," &c. "(Thou shalt) be neither," &c. "He died (as) a rich man (dies)." "Except" and "as" were indifferently attempted. More practice is required in the parsing of words suitably selected.

Question 5.—A good many examinees expanded this into two or even three clauses; most of those who did so regarding "the hills grow larger in the distance" as a noun clause. "Grow . . . distance" was frequently taken as an attribute to "hills," and sometimes as an extension; only four examinees dealt with it according to "Mason"; most followed the usual course of calling it an Indirect Object.

Question 6.—A common error was attaching "however" and "for" to the wrong clauses; even such a connective as "however for when" being occasionally met with. The clauses "in which . . . made" were often regarded as adjectival to "churchyard."

Question 7 (a).—The bulk of the examinees failed in the root of "asperse," "ostentation," and "tradition." Guessing was common, and gave rise to many curious answers.

(b) Scarcely an examinee used "asperse" correctly, most of them confounding it with "averse" or "disperse"; next to this, "cognomen" met with least success.

Question 8.—The sentences that gave most difficulty were those marked—(a), answered well by only 1 examinee; (c), answered fairly by 25 examinees; and (d), answered well by only 7 examinees.

## MUSIC.

1. *General Remarks*.—"Transposition," "Minor Scales" (construction of), and "Measures" (formation of), are three of the weaker branches in Music.

2. Teachers seeking admission to P.T. 3, P.T. 4, and T. 3, also showed much weakness in naming and illustrating intervals.

3. *Transposition*.—The two weaker spots are—(i.) The misplacing of the music, and (ii.) the ignorance of the effect of the accidentals used in it.

(a). The music should be written as many places higher or lower, as is the letter-name of the proposed key above that of the lithographed music. Thus each note in the music for P.T. 2 and for P.T. 3 should have been raised one place.

(b). It should be noticed whether accidentals raise or lower particular notes, and such accidentals should be used as will have the same effect on the corresponding notes when transposed. These accidentals may or may not be of the same name as those in the original.

4. *Minor Scales*.—These appear to be little taught, and to be less understood. Unless otherwise specified the *true form* should be given. The modified form is only used when the *melody* ascends gradually through the upper notes of the scale. Few teachers seem to understand the difference between a minor scale and music in a minor key, and fewer still understand that the signature of a minor scale always misrepresents its seventh sound, making it a semitone too low. In the scale of C minor for example, if the three flats in the signature were used, the scale would be arranged as follows:—

C   D   E   F   G   A   B   C  
flat   flat   flat

whereas its proper arrangement is—

C   D   E   F   G   A   B   C  
flat   flat   +   B   C   + augmented second.

It may be seen from the latter arrangement that the true form of a minor scale may be constructed by depressing the third and sixth sounds of the major scale of the same name. This is an easier and simpler method than by constructing a minor scale from its relative major.



5. *Measures* (Bars of Music).—In constructing these, "accent" or "rhythm" is left out of calculation by the examinees. So long as the total value of the measure in quavers, crotchets, &c., as denoted by the upper figure of the time-signature, is given, it does not appear to them to matter much how the notes and rests are arranged.

6. I cannot say that teachers have improved in the theory of music since last year; and as several questions set this year were based on the "Notes" given last year, no other conclusion can be arrived at than that those "Notes" were either not studied at all, or were merely glanced over and put aside. No attention whatever appears to have been paid to the remarks at the foot of the "Notes" for last year, and teachers' particular attention was drawn to them.

#### For Admission as Pupil-Teacher of the First Class.

Question 1.—25 per cent. defined an "octave" as consisting of eight notes. Very few apparently understand that it is an interval.

Question 2.—20 per cent. arranged the clefs to suit themselves, but did not take the trouble to distinguish each by writing its name. 20 per cent. had C for Bass Clef, and as many had C or Q or Q: on the middle line of the staff. 15 per cent. had both the Alto and the Tenor Clef on the middle line, and had no name to either.

Question 5.—30 per cent. had "voices of men" from the first to the sixth line, and the "voices of women" from the sixth line to the place above the staff. 20 per cent. had "bass" as "voices of men," and "treble" as "voices of women." The great stave and its uses are little understood.

Question 6.—Many candidates cannot distinguish between the quaver and crotchet rests, nor between the minim and semibreve rests.

#### For Admission as Pupil-Teacher of the Second Class.

Question 2.—20 per cent. named the "scales" in their order. Many candidates have still to learn how to arrange the sharps and flats.

Question 3.—50 per cent. misarranged "*andante*"; "*moderato*" was misarranged by 45 per cent.; "*adagio*" and "*allegro*" by 30 per cent.; and "*presto*" by 12 per cent.

Question 4.—Out of 100 papers, there were thirty ways of naming the notes forming the common chord: there were also eight, seven, and ten guesses respectively in naming the Dominant, the Leading Note, and the Mediant.

Question 6 (a).—20 per cent. of the answers were perfectly unintelligible.

#### For Admission as Pupil-Teacher of the Third Class.

Question 1 (a).—Over 40 per cent. do not understand that an "octave" is an interval.

Question 1 (b).—Comparatively few can illustrate an interval on a stave.

Question 2.—Out of 100 papers, there were over twenty different ways in pointing out the "Imperfect Fifth." Over 30 per cent. of those who correctly pointed out the "Tritones" failed to point out the "Imperfect Fifths," and therefore did not know that one is the inversion of the other.

Question 4 (a).—15 per cent. gave the "Imperfect Fifth" as the inversion of the "Perfect Fourth."

#### For Admission as Pupil-Teacher of the Fourth Class.

Question 1.—40 per cent. speak of a "succession of sounds" as following each other in a certain order, referring of course to the ordinary definition of a scale.

Question 2 (a).—Very few indeed had anything but a very hazy idea that there was any distinction between the terms "key" and "scale." 20 per cent. said "key" was the number of sharps or flats at the beginning; 15 per cent. said it was the first note of the scale. The former is, of course, the key-signature, and the latter is the key-note.

Question 3.—17 per cent. were wrong in the three intervals, 37 per cent. in two of them, and 20 per cent. in one. 24 per cent. named B sharp as the perfect fourth; 18 per cent. gave D as the major sixth; 25 per cent. named A sharp, and 20 per cent. named B as the augmented third.

Question 5 (b).—20 per cent. brought in the words "joyful and plaintive" as showing the distinction between the two scales.

#### For Admission as Teacher of the Third Class.

Question 1.—Very few grasped this question. A long and full description of all intervals was generally given. The correct answer, which occupies about two or three lines, is found in "Murby," page 60.

Question 2 (a).—The majority distinguished between "simple and compound time-signatures," and many had long wordy answers where two lines would have sufficed.

Question 5.—14 per cent. did not attempt this question; 33 per cent. had the three intervals incorrect; 12 per cent. had D for minor seventh; 18 per cent. had G flat for the diminished third; and, for the pluperfect fourth, there were numerous guesses. 10 per cent. gave a string of notes for each interval.

#### For Admission as Teacher of the Second Class.

Question 1.—Few attempted "notes." 20 per cent. knew very little about "modulation."

Question 2.—A full answer generally was:—"The 'Fifth' is used as the tonic of the new scale when writing in sharps, and the 'Fourth' when writing in flats." This is but of secondary importance, but 50 per cent. mentioned it. Few noticed that the "Fifth" bears the same relation to the second tetrachord as the "Tonic" does to the first, and that the "Fourth" bears the same relation to the first tetrachord as the "Tonic" (eighth) does to the second; and fewer still noticed that these, with the key-note, are the only sounds in the scale bearing major triads; and that these major triads contain all the notes of the major diatonic scale.

Question 3.—Most candidates stated that a "Minor Triad" was a semitone less than a "Major Triad," and that a "Diminished Triad" was a semitone less than the "Minor Triad." Both are vague and unsatisfactory, and the former is incorrect. A Major Triad consists of a *Major Third* and *Perfect Fifth*, as C, E, G; while a Minor Triad consists of a *Minor Third* and *Perfect Fifth*, as C, E flat, G.

Question 4 (b).—Candidates are only moderately well acquainted with either the names of the great composers or their works.

Question 5 (a).—15 per cent. did not attempt the question, and only 14 per cent. gave fairly clear and intelligent rules. The rest were so vague that pupil-teachers would be left in the same state of ignorance as before. Here are examples:—"In ascending sharpen the notes, and in descending flatten them." "In flat scales ascend by flats and naturals, and in sharp scales ascend by sharps and descend by flats." A full and simple answer to this question was given in the "Notes on Music Papers" for last year (see Question 1 for T.T. 4).

Question 5 (b).—30 per cent. were correct in ascending till the last three notes were reached, when G flat, G natural, and A flat were given; instead of F sharp, G and A flat. 38 per cent. entirely failed in descending; and 30 per cent. were not quite correct, having the notes as follow:—A flat, G, G flat, F, E (should be F flat), E flat, D (should be E double flat), D flat, C, B (should be C flat), B flat, A (should be B double flat), and A flat.

Question 6.—40 per cent. ignored the rule for turning the stems of notes, and many had the two staves too closely together.

### DRILL.

#### For Admission as Pupil-Teacher of the Second Class.

In this class the work generally was well done. Eighty-one per cent. of the examinees passed in the subject, and a majority of these passed with credit. The most noticeable errors and misconceptions were as follow:—In answering question 1 (a), only 6 examinees correctly described how a line can be formed into two ranks. Question 2, quite 50 per cent. considered it necessary when performing number eight of the Extension Motions, First Practice, to bring the hands from the position of motion seven in a circular sweep over the head, thus showing want of careful study of the diagram in Plate IV. of the Drill Book. Another prevailing fault was want of accuracy and completeness in describing the position of the body when "standing at ease."

#### For Admission as Pupil-Teacher of the Third Class.

The worst work was found in the answers to questions 1 and 3. Only a small percentage gave full and accurate directions for "wheeling on the march" and "turning on the march." In describing the "balance step," the essential points were often omitted; while in some instances, over a page of useless "padding" was substituted. In this set of papers *quantity* rather than *quality* seems to have been aimed at.

#### For Admission as Pupil-Teacher of the Fourth Class.

The first question was answered correctly by nearly all the examinees. A number, however, failed in their attempt to explain the term "blank file." In dealing with question 2, many forgot to state that the rear rank should first take a pace to the rear: at the command "left," pupils would be supposed to "take a pace to the front with the right foot, and a pace to the left with the left foot." In a few instances there appeared the extraordinary directions to "take a pace to the right with the right foot, and a pace to the left with the left foot." Several wasted time by describing "fours deep" and "fours right" in addition to "fours left." From the answers given to question 5, it appears that many Head Teachers set work in Drill for their junior classes without consulting the lines laid down in General Instruction 165. Several examinees omitted to name the class of which they were in charge, while *special* work was supposed to include all previous instruction in the subject.



### For Admission as Teacher of the Third Class.

In answering question 1, *commands* were in many instances substituted for *directions*. A large percentage of the examinees had either not studied or had forgotten pages 29, 37, and 38 of the Drill Book. Many described "forming to the front in double time" instead of "forming to the front in quick time." The term "special work" was not understood by many. They considered that the Third and Fourth Classes should be specially engaged in the exercises entered in the schedule for the Second and the First Classes. Several failed in describing the method of "changing ranks," which can be executed by the simple movement of turning to the right-about. On the question of bringing our school drill more into conformity with the British Army System, there was much diversity in the character of the answering—ranging from mere nonsense in some instances to a fairly intelligent appreciation of the subject in others.

### For Admission as Teacher of the Second Class.

The knowledge of Drill shown by the candidates for the position of teachers of the Second Class was generally good, only 3 failures occurring in a list of 37 candidates; but considering the status sought, the style of the answering was indifferent. The replies to question 4 in this set, as in that of the candidates for admission into Third Class, were characterized by faulty arrangement of matter, and by loose and incorrect English.

## HISTORY.

### For Admission as Pupil-Teacher of the Second Class.

As teachers are now allowed to answer three questions out of five, it is natural to suppose that they will select those to which they can give the best answers. Many, however, appear to be under the impression that marks are given for quantity, and that a long answer to one question will compensate for short answers to the others. Thus, one answer frequently covers four pages of foolscap, while another question is answered on one-third or one-fourth of a page.

A few candidates wasted time by answering five questions instead of three; probably with the hope that the examiner would read the five, and allot marks to the best. In fact, one pupil-teacher gave written instructions to the examiner to do so.

To prevent any misconception in the future, I may state that only three answers are valued in the order in which they are written.

The knowledge of Australian history appears to be very limited, especially that part referring to exploration and settlement.

Composition evidently receives too little attention, as sentences half a page long, formed of clauses simply tacked together by the conjunction *and* are of common occurrence. Tautology is also frequent, as is also the repetition of the same word in a sentence. The following examples will illustrate this:—"The convicts *landed*, and began to clear the *land*." "There was a 'rumor' about that the French were about to settle in West Australia." "In 1776 the United States declared their independence, and England had to deal in regard to its criminal population, and Port Jackson was held to be the only port suitable for it, and so there were convicts sent out from all parts of England of the worst class sent out with a powerful body of soldiers sent out to keep guard over them."

### For Admission as Pupil-Teacher of the Third Class.

This set of papers evinced little knowledge of the subject, and great carelessness on the part of the examinees.

Question 1.—Many wrote four pages in answer to this question; but several confounded "civil" with "social" institutions.

In answer to Question 2 most of the candidates wrote about the Roman Conquest instead of the Roman Government. Very few correct answers were given.

Questions 3, 4, and 5, were more satisfactorily answered.

The same defects as in the previous set of papers were noticeable in respect of composition and grammar. Subordinate clauses attached to wrong words, plural instead of singular used after each, person and tense endings frequently omitted, and words left out through carelessness.

Specimens of Composition.—"How William got him at all Harold was wrecked on the coast of Normandy and brought to William's court was made *sweet* with his hand on sacred relics." "The morning of October 4th dawned 1066." "William built Westminster Abbey on the site of the battle of Hastings."

### For Admission as Pupil-Teacher of the Fourth Class.

Good answers were the exception instead of the rule. Several answered their answers in the order in which they were written without reference to the number of the question; others again answered five questions instead of three. Where the information required is to test an accurate detailed knowledge of events the answers are usually given verbatim from some text-book, while questions of a broad general nature are either not understood or are answered indifferently.

Question 1.—Few attempted to answer this, and some mistook "relations between England and Scotland" for the "relationship between the kings."

Question 5.—Several described the costume of the Norman period instead of that of the Plantagenet; others drew largely on their imaginations for a description of games and dress, and so filled three or four pages of manuscript.

Examples of bad spelling and composition:—"Beseiged," "diseased" (for deceased), "laides" (ladies), "bleading," sleeves, challenge, chests (chess), "fiting" (fighting), "lose" (loose); "until he declared himself a *fife* (fief) and a *vessel* (vassal) to the English throne"; "the soon to be wife of count la marche"; "code on *horees* of *fery steed*"; "hunting was done by tamed cormorants."

### For Admission as Teacher of the Third Class.

This was certainly the worst set of papers, owing probably to the fact that several Temporary Teachers were seeking for classification, but many of the papers of Fourth Class Pupil-teachers were far from creditable. "Collier's History" appears to be used by many, although it is not prescribed for teachers of any class in the authorised list of the Department. "Green's Short History of the English People," although the only text-book authorised, is used by none. The favourite text-book appears to be "Ross's Outlines of English History," which might therefore be placed on the list instead of Green's. Many fail to answer questions concisely, but introduce irrelevant matter for which no marks are obtained. Few of the examinees could state facts clearly, and fewer still could give dates in answering questions 1 and 2.

Question 3.—Instead of stating "what was done with the property," many wrote pages on the "general results of the dissolution of the monasteries," which were not asked for in the question.

Very few answers were given to question 4; and nearly all confused the changes in Ireland in the reign of Henry VIII. with those of Henry VII.'s reign.

Question 5.—Several confounded Ket's insurrection in 1549 with Jack Cade's in 1450.

Questions 6 and 7 were beyond the powers of the majority to answer.

Question 8 was fairly answered by most of the examinees.

Composition and Spelling are far from satisfactory considering the time that should have been devoted to these subjects by pupil-teachers during a four years' course of study. Such words as the following are frequently met with:—"Seige," "neice," "loose" (for lose); and the following specimens of composition are far from creditable:—"Ascended to the crown;" "did not have" (for "had not"); "Catherine Howard along with her *pals* was beheaded"; "Oliver Cromwell was appointed Vicar-General to Henry VIII."

### For Admission as Teacher of the Second Class.

This set of papers is decidedly the best. It is evident that the majority of examinees in this class have devoted a considerable amount of study to this subject, but with a preference for English over Australian history, as the questions in the latter were not nearly so well answered as in the former. From the choice of questions, however, it is obvious that mere memory work is more depended on than a cultivated intelligence which gives a grasp of the whole subject.

## LATIN.

### For Admission as Pupil-Teacher of the Third Class.

The rule or observation which says that *res* and *dies* are the only words of the Fifth Declension which have a complete plural is seldom kept in view, as we find—Plural, *nom. fides*: gen., *fiderum*; dat., *fidebus*, &c. The translation into Latin was poorly done. "Aves hi migrant in agris aliis hieme versus," "Litteræ quod mihi missistis capivi," "Hiem. aves terris migrant," "Massilia ostio Rhodanus edificabatur," "Vir plerumque sperant," being examples; and the translation into English is far from satisfactory. "Who fears not death greater than security to a beautiful life procures it to himself," "I hope you, O my son, will soon be able to amend vice," "He who does not repel an injurious man when he can act unjustly," being samples in this work. One examinee does not attempt this question at all.

### For Admission as Pupil-Teacher of the Fourth Class.

In 1 (b) we find translation like this:—"Not before in sweet to close the eyes in sleep. All since in long thou wilt have thought over the acts of the day." And in No. 2:—"Vir fuit aeger pessimi morbi." "Plurima in vestri scriptore delectaverunt me." "Fiat quin vir quis sentit probe sed non possit eloqui elegante quod reputat." "Scripsimus mihi scriptorem natali die," &c. In every instance, under No. 4, the examinees wrote:—Gen. sing. *nullae* navis, and dat. sing. *nullae* navi. In answering No. 5 special rules were given, for the most part, instead of general ones. Under No. 7 are found *poterem*, *poteres*, *poteret*, &c.; *vollem*, *volles*, *vollet*, &c.; and *flem*, *fles*, *flet*, &c.



## For Admission as Teacher of the Third Class.

The answering of these examinees in this subject must be regarded as very unsatisfactory, especially in accidence, syntax, and the translation of English into Latin.

One candidate, who has been coming up for this class year after year for the last dozen years, attempted only one question outside of the first, and acquitted himself thus:—*Heres, gen. heretis; aries, gen. arie; crus, gen. crustis; obses, gen. obsis. Others, too, wrote caespes, gen. caespis; crus, gen. crucis; supellex, gen. supellicis; heres, gen. heret; anceps, gen. anceps; lepus, gen. lepi; obses, gen. obsides; anceps, gen. anceps; caespes, gen. caespis; ordo, gen. ordonis; aries, gen. aridis; lepus, gen. leperis, &c.* The following is one candidate's full answer to No. 8:—(a). "The nom. case is governed by *sum*. (b). Nom., *alius*; gen., *alii*; dat., (none); acc., *alium*; voc., *alius*; abl., *alo*." Another wrote nom. *alius, alia, alium*. Under question 4 we find *quero, quaeri, quaertum, quaersere*; and *quero, queribus sum, quaeriri, &c., &c.* In reply to No. 7, *potebo, potebis, potebit, &c.; eo, iis; malo, maluit; morior, moritus es*. Number 5 is not attempted at all by two candidates, and the others give unnecessary detailed parsing, with occasionally some strange syntax, as—*Quid, rel. pron. ant. consilii, sing. neut., nom. after sit; consilii, noun, 2nd dec., plur., mas., nom. to sit.*

## For Admission as Teacher of the Second Class.

The translation from English into Latin is, as in previous years, very unsatisfactory, the average percentage for the question—No. 11—being only 12.5. (a) "Non est vitii fosdior quam avaritia," &c.; (b) "Milite do curam vobis si ego delecto," &c.; (c) "Ederimini vivere non viverimini edere"; (d) "Estimo, ut nihil est suavior," &c.; and (e) "Necdum dabis cunctas at opus est ut utimur—opera," are not the worst samples.

With some of the candidates accidence and syntax are also weak:—"Mihi, dative depending on reliquam"; "Habendam, 1st sing. pres. subj. from habendo-avi-atum-are"; "Vultis, 2nd sing. agreeing with (nos) subj. pres. of Volle"; "Memoria nom. to videbantur"; "Relinquatis, pres. subj. 2nd sing. agreeing with (nos), relinquo-avi-atum-are"; "Secant, gov. acc. understood (is), seco-avi-atum, 3rd sing."; "Ferinae, gov. acc. depending on pinguis"; "Pati pass. infin."

## EUCLID.

## For Admission as Pupil-Teacher of the Third Class.

Question 2.—12 per cent. passed this by, and over 30 per cent. knew little or nothing about the proposition. Over 50 per cent. left out the expression, "If it be possible."

Question 3.—Over 30 per cent. either left it unattempted, or knew little about it.

Question 4.—20 per cent. passed it by; 20 per cent. could not distinguish between the propositions; and 15 per cent. gave the general enunciation only. The phrase "of every triangle" was constantly omitted in the general enunciation of each of them.

There was a marked absence of "authorities" in the answers.

## For Admission as Pupil-Teacher of the Fourth Class.

Question 2.—15 per cent. did not attempt it, and almost 30 per cent. knew little about it.

Question 3.—Out of 34 papers there were twelve different answers in finding the converse of I. 17, and ten in finding the converse of I. 34. More than half the candidates were completely astray.

Question 4 (b).—Over 50 per cent. went astray in this. Proposition 41, 44, and 45 received most attention.

Question 5.—Quite 30 per cent. entirely failed, and 30 per cent. passed it by.

## For Admission as Teacher of the Third Class.

Question 8, in which are given very easy "exercises" to be dealt with, yielded only an average of 29.1 per cent., so that when anything outside the mere book propositions is proposed the results are very disappointing.

The very inconvenient practice—at least for the examiner—of beginning a new page without reproducing the figure then under consideration, and to which it is still necessary to refer, has not yet wholly disappeared.

Three of the examinees received no marks at all, while 10 others scored respectively only 3, 9, 14, 16, 19, 24, 26, 26, 28, and 30 marks out of a maximum of 75—varying from 4 per cent. to 40 per cent. For men who deliberately acquit themselves after the fashion of one candidate who made an utterly stupid pretence of replying to question 2, it is a pure waste of time to present themselves for examination in this subject.

## For Admission as Teacher of the Second Class.

Of 14 examinees 7 passed in this subject. The successful examinees averaged 62.7 per cent. of full marks, and the unsuccessful 33.2 per cent., the marks obtained by individual examinees ranging from 59 to 7 out of a possible maximum of 75. Good work was shown in Book III, question 2 being creditably answered by 60 per cent., and questions 3 and 4 by 80 per cent. of the examinees. Book IV., however, appeared to have been imperfectly prepared, more than half of the examinees failing in both question 5 and question 6; although question 7, being particularly easy, was correctly answered by nearly all. Decided weakness was displayed in regard to question 1, all but two examinees failing in or omitting part (b), and even part (a) being well answered by only six. Exercises, though attempted with greater success than in the preceding year, still left much to be desired, only three examinees obtaining 50 per cent. or more of the marks assigned to question 8.

## NEEDLEWORK.

As hitherto, the examination paper in Needlework was divided into two parts—viz., Theory and Practice—and, as a rule, the Theory got better results than the Practice.

## For Admission as Pupil-Teacher of the Second Class.

## I.—THEORY.

The teaching of top-sewing was well done, but several candidates taught a top-sew-and-fell seam instead of merely top-sewing; and a few were of opinion that the first stitch is made with the eye of the needle next the chest. Many candidates did not know what are the faults which have to be guarded against in top-sewing, and one candidate thought that the "pucker might be avoided by working from left to right, but right to left was the usual way." The proper method of folding hems and the reason for it were well known, but many thought it unnecessary to state how to fold a hem. The making of the first stitch in hemming was very unsatisfactory, the majority of the candidates merely told how to put the needle through the upper fold of the hem. "Notes on patching" were good as to information, but were not, as a rule, in the required form. Eleven candidates did not attempt the question. Spelling in this class showed both ignorance and carelessness—e.g., placing, sholder, to (too), heming, callico, not (knot), lain (laid), alround, sown, stich, plucker, pluctered, tare, perminence, sliting, kneedle, fingers, figure, roar (raw), linnen, selvidge, hemed.

## For Admission as Pupil-Teacher of the Third Class.

The setting of a run-and-fell seam was well done, but several candidates did not give the sewing of the seam in detail. "Notes on Gathering," &c., gave the information, but not as "Notes." Stroking was not well described. Some thought that the material had merely to be scraped down with the eye ("unsharp part," one called it) of a needle. Grafting was fairly well described, and the use of the stitch known. The proper direction of stitches was not as accurately known as might be expected. A third of the candidates work topsewing from left to right; and one candidate (from a metropolitan school) had the direction of every stitch wrong. The sewing on of tape-strings was well known, but a few were not able to express well what they seemed to know. Curiosities in spelling were:—Halfs, quaters, runned, stich, plates (pleats), course (coarse), using, to (too), seperately, sow, runing, untidely, sowing, begining, whole (hole), suite, evan, onderneath, untill, oversown, prest, evan, original, appearence, strocking, corospond.

## For Admission as Pupil-Teacher of the Fourth Class.

Teaching a button-hole was, as a rule, well done; but the button-hole stitch was not explained in some cases, and the square end of the hole was very vaguely expressed by a number of the candidates. The proportion of whipping required for a pillowslip was fairly well known. Whipping was fair. A few examinees neglected the details, and stated the wrong method for sewing on a whipped frill. Some candidates whip from left to right, and a few stroke the whipping. The teaching of casting-on was not attempted by 40 per cent. of the candidates, and a few who did attempt it only explained at great length how the wool should be twisted round the fingers. Inaccuracies in spelling were:—Neately, becomming, strait, botton (six times in one paper), figure, stich, pillerslips, knotts, bard (barred), nots, kneedle, tare, untill, bared (barred), scimp (for scrimp), advisable, thoroughly, thredd, halves, alow, siccors, siscissors, using, whipp, trimed, corresspond, sizzors, selve edge, role, crucked.

## For Admission as Teacher of the Second or Third Class.

Drafting a pattern of a chemise was not satisfactory. Many candidates lost sight of the fact that the subject was to be taught. The diagrams were as a rule very poor, and also the explanation of the drafting. Many had no idea of the quantity of material required, or the length of the garment. The sleeve was frequently omitted, and when done was not satisfactory. Diagrams of the sleeve varied in shape from large-sized oblongs to a rather small half of a crescent moon. The latter was a favourite shape. Many of the diagrams were excellent specimens of a tight-fitting garment; others were quite straight half way



down, when suddenly they spread out into gigantic proportions. Curved armholes were often shown, and also the sleeve joined on to the curve of the neck without having any shoulder piece. Patching calico was well done, but many candidates did not consider the way of the stuff and topsewed the inner edge of the patch. There was much difference of opinion as to whether the patch should be put on the right or the wrong side; this is not to be wondered at as the text-books hold opposite views on the subject. Either method was accepted as an answer. Patching flannel was fair. Many candidates did not consider the nap nor the way of the stuff and put the patch on the right side and turned in lays on it; a few did it the same as a calico patch. Patching muslin was not well done. The majority of examinees put the patch on exactly the same as a calico one. Many candidates, instead of giving full directions for each part of the question, merely said "do exactly as in (a), (b), or (c)," as the case might be. The "Essay on Cutting-out" was very unsatisfactory. It was not attempted by 22 per cent. of T. 2 and by 15 per cent. of T. 3. This is not as it should be. Those who have been learning and teaching needlework for years should surely know what is required in cutting-out. Neither as regards composition nor information could the essays be considered even fair, and many contained sheer absurdities. In T. 3 papers the following inaccuracies in spelling occurred:—Goars, matterial, confidant, center, selvadge, selvice, selvide, herinbone, tare, wart, sleeve, stile, preferris, separte, crucked, becomming, pair (pare), bios, diagonally, chimise, overcasted, scisors, smoothen, knick, niche, economical. In T. 2:—Selvidge, carefull, knap.

#### For Admission as Pupil-Teacher of the Second Class.

##### II.—PRACTICE.

A few of the candidates folded the calico lengthwise, and others cut the calico at the folded end. Run-and-fell seam was well set and sewed. The top sew-and-fell seam was well set and sewed with few exceptions. A few candidates tacked it down flat. The hem was not well set, but was neatly hemmed. The hem was of a variety of widths, and some of the candidates turned in a fold an inch deep. Stitching was well done. The button-hole was well worked as a rule, although there were some very poor specimens. Darning on calico was bad. The majority cut an oblong or square hole and filled it up with crossed threads, and some cut a slit and covered it with a loose lattice work of threads. In cross-stitch there was a decided improvement on last year's work, some very good specimens being shown; but there is still room for improvement in this useful work.

#### For Admission as Pupil-Teacher of the Third Class.

With very few exceptions the nightdress was cut much too small. Many sleeves were cut the wrong way of the stuff. Herringbone stitch was not used at all on some of the garments. The sides were fairly well joined; but in some cases were not securely run together before being herringboned down. The hem round the bottom was of various widths; but as a rule well herringboned. The band was not well put on the sleeve, the seam being lumpy, and the band frequently stretched too wide at the edge and not securely sewed. Many candidates wasted time putting the sleeve into the nightdress. The sides of the opening in front were generally well managed; but the bottom was not well finished off, being, as a rule, insecure and untidy. The neck-band was not put on by 32 per cent. of the examinees, and of the remainder many were not of the required dimensions, and there were frequently no gathers in front. The patch was well sewed, but was often put on the right side the wrong way of the stuff. The buttonhole was not attempted by 60 per cent. of the examinees, and was not well worked. It was sometimes worked on the under side of the opening. Featherstitching was satisfactory; but was not shown by a large number of examinees.

#### For Admission as Pupil-Teacher of the Fourth Class.

The drawers were generally cut the proper size, but a few made them too short, and did not preserve the curves of the legs. The hem was well tacked. The tucks were loosely tacked, not where they were to be sewn, but near the fold, and often looked like three folds. A few candidates stitched the tucks. The run-and-fell seam was seldom well managed over the tucks, and was frequently wrongly set. The top-sew-and-fell seam was badly set and tacked, but well sewed. The bias fold was put on as a binding by many, and if it had a seam, the pieces joined together were not the same way of the calico. Gathering was well done, but a few examinees put all the gathers in the front of the garment. The band was often of wrong dimensions. Stocking-in and stitching were good. Plain darn on stocking-web was fair, but often done without any hole underneath it, and when a hole was darned the edges dragged. Fancy darn was seldom attempted. Grafting was well done. Only two candidates attempted the "ladder."

#### For Admission as Teacher of the Second or Third Class.

The sleeve of a shirt was very unsatisfactory, and was frequently too long and too wide; generally cut on the straight instead of the bias; sometimes longer at the seam than at the elbow; and straight across at the top and bottom. The gusset, with few exceptions, was well set in. The wristband was generally the proper size; but the corners were not kept square when sewed. Several candidates lined the wristband with calico, others put no interlining. Some of the wristbands were of double linen, and some of single linen lined with calico. Button-holes were not well worked, and were rarely in their proper places—they were generally in the middle of the wristband, too far from the edge.

The gathers were well stocked-in; and stitching was generally good. The cross-cut darn was very bad. It was rarely done the right way, and the edges were generally apart, filled in with crossed threads. The initials were fairly well worked, but seldom across the corner of the muslin.

*General Remarks.*—Directions explicitly laid down in the examination papers were frequently not complied with. A number of the candidates who took P.T. 4 papers the previous year must have known that they did not do the cross-cut darn rightly; and yet they have evidently not practised it since. The papers for P.T. 2, 3, and 4 were capable of being worked well within the time allowed; but I am sorry that, through miscalculation, the paper for T. 2 and T. 3 was rather long. At the same time, the undue length of the paper cannot be held to account for all the ignorance and carelessness displayed in the working of it, and any properly prepared candidate could easily have made a creditable pass. Throughout the papers the impression is given that the candidates are accustomed to working only on miniature garments; also, that they can do most of the stitches neatly and correctly if told exactly what to do and where to do it; but when they have to fix for themselves, they seem unable to use any thought or judgment.

### SCHOOL MANAGEMENT.

#### For Admission as Temporary Teacher.

*Question 2.*—The majority answered this question well. The distinction between class and draft is not understood by some; and others treat analysis and synthesis as "grammatical" terms only.

*Question 3.*—One-half the examinees failed to obtain 50 per cent. for this question. (a), (b), and (c) are all explained on pages 110-112 of the text-book.

*Question 4.*—The majority answered this question fairly well.

*Question 5.*—The theoretical part of the answers was better done than the practical. Examinees should make themselves acquainted with the requirements of Schedule V., in each class, for each subject, before presenting themselves for examination. The requirements in mental arithmetic were not known to some.

*Question 6.*—This is an important question, and one of very wide application. Many of the examinees have no settled ideas on the subject.

*Question 7.*—Many of the examinees had not the requisite grammatical knowledge for dealing with the question.

*Question 8.*—Only 13.6 per cent. of the examinees obtained 50 per cent. for this question. Absurd dimensions were given in answer to (a) and (b). In (c), organization is not meant to include a time table.

Candidates for this class should carefully study the text-book, but at the same time they should note that the plans of school-rooms, furniture, and time tables do not apply to our schools. A visit paid to a neighbouring school by those not engaged in teaching, and a few inquiries made, would enable any intelligent young person to do better work than is usually forthcoming to such questions as No. 8 of the Examination Paper.

#### For Admission as Pupil-Teacher of the Fourth Class.

*Question 2.*—The examinees were inadequately prepared. A sketch of the Education Act, the regulations generally, Schedule III. and Schedule VI. were all given.

*Question 3.*—Some novel features were instanced; but on the whole the answers were creditable.

*Question 4 (a).*—The text book had not been studied. 4 (b) was fairly well done. Copying must be very rife in a school where it is necessary to give each child in a class a separate card of sums. Better try to raise the "moral tone" of the school.

*Question 5.*—Instead of "Notes of a Lesson," many wrote all they knew about the adjective. Pupil-teachers should receive more training for work of this kind.

#### For Admission as Teacher of the Third Class.

*Question 2.*—The average quality of the answers re regulations and instructions was higher than in previous years.

*Question 3.*—Generally (b) and (c) were well answered. Many had difficulty in dealing with (a). A fairly just estimate of the relative value of each method was found in many papers. The "phonetic" method was not unfrequently confounded with the "phonic."

*Question 4.*—The old "Borrow ten and Carry one" method of doing subtraction is, judging from the answers to this question, almost universally adopted in our schools. Only 14.8 per cent. passed in this question, though both methods are described on page 83 of Gladman's School Method. One examinee candidly acknowledges that she has never heard of them; but that does not prevent her from writing at length on both methods. She is, however, unfortunately not the only one that writes without knowing what she is writing about.



## MECHANICS.

Professor Gurney. Mr. A. Newham.

1. Forces  $P, Q, R$  act along the sides  $BC, CA, AB$  of a triangle  $ABC$ . Prove that the square of the resultant is  $P^2 + Q^2 + R^2 - 2QR \cos A - 2RP \cos B - 2PQ \cos C$ .

2. Prove that there is always a single resultant unless  $\frac{P}{a} = \frac{Q}{b} = \frac{R}{c}$ , and prove that this resultant cuts  $CB$  produced in a point  $X$ , such that  $BX : CX = \frac{Q}{b} : \frac{R}{c}$ .

3. Define a couple, and find the resultant of a given couple and a given single force acting in the same plane.

4. Find the centre of gravity of a uniform straight rod, and also that of a uniform rod bent at an angle into two unequal straight portions.

5. What law connects the tension and the extension of an elastic string?

A particle suspended freely by an elastic string stretches that string to double its natural length. If one end of the string is fastened to the highest point of a smooth verticle circle of radius  $c$ , so that the string is stretched by the particle outside the circle, and if it extends over an arc,  $\theta$  ( $\theta < \frac{\pi}{2}$ ) prove that the natural length of the string is  $\frac{c\theta}{1 + \sin \theta}$ .

6. Into a fixed smooth circular vertical cylinder are thrown  $n+1$  smooth uniform spheres, alike in all respects, the radius of a sphere being greater than  $\sqrt{3}-1$  times the radius of the cylinder. In the position of equilibrium, shew that the pressures between the spheres are as the numbers 1, 2, 3 . . .  $n$ , while the horizontal pressures between the cylinder and the spheres are as the numbers 1, 3, 5 . . .  $2n-1, n$ .

7. Find the position of a balance when loaded with unequal weights.

8. Two unequal uniform rods,  $AC, CB$ , are jointed at  $C$  and suspended by a string fastened to  $C$ , so that their lower ends rest on a smooth horizontal plane  $AB$ . Find the pressures at  $A$  and  $B$  and the tension of the string in terms of the weights.

9. Prove that if any number of forces act on a body in one plane, the necessary and sufficient conditions of equilibrium may be expressed as follows:—

- (i.) The sum of the resolved parts of the forces in any assigned direction must equal zero.
- (ii.) The sum of the resolved parts in a second direction must equal zero.
- (iii.) The sum of the moments about any assigned point must equal zero.

10. Draw a sketch of two distinct systems of pulleys which give a mechanical advantage of 10 to 1.

## LATIN I.

Mr. Butler. Mr. Armstrong.

1. Translate into English—

Lippitudinis meae signum tibi sit librarii manus, et eadem causa brevitas: etsi nunc quidem, quod scriberem, nihil erat. Omnis expectatio nostra erat in nuntiis Brundisinis. Si nactus hic esset Pompeium nostrum, spes dubia pacis; sin ille ante transisset, exitiosi belli metus. Sed videsne, in quem hominem inciderit respublica? quam acutum, quam vigilantem, quam paratum? Si mehercule neminem occiderit, nec cuiquam quidquam ademerit, ab iis, qui eum maxime timerant, maxime diligitur. Multum mecum municipales homines loquuntur, multum rustici. Nihil prorsus aliud curant, nisi agros, nisi villulas, nisi nummulos suos. Et vide, quam conversa res est! Illum, quo antea confidebant, metuunt; hunc amant, quem timebant. Id quantis nostris peccatis vitisquae venerit, non possum sine molestia cogitare. Quae autem impendere putarem, scripseram ad te; et iam tuas litteras expectabam.

2. Translate into English—

Inenarrabilis labor descenditibus cum ruina jumentorum sarcinarumque. Progressis vixdum quatuor millia passuum videtur nihil optabilius esse, quam redire, qua venerant, si possent. Hostilem prope tumultum elephantum praebant: qui, ubi ad invia venerant, dejectis rectoribus cum horrendo stridore pavorem ingentem, equis maxime, incutebant, donec traducendi eos ratio inita est. Longi duo validi asses in terra defigebantur, distantes inter se paullo plus, quam quanta belluae latitudo est. In eos, transverso incumbentes tigno, ad tricanos longi pedes, ut pons esset, injungebantur: humusque insuper injiciebatur. Modico deinde infra intervallo similis alter pons; dein tertius, et plures ex ordine, qua rupes abscissae erant, fiebant. Solido procedebat elephante in pontem; cujus

priusquam in extremum procederet, succisis assae collapsae pons usque alterius initium pontis prolapsa lenitur coebat. Alii elephantum pedibus insistentibus clunibus subsidentes, prolabebantur. Ubi planities pontis excepisset eos, rursus simili ruina inferioris deferebantur, donec ad aequiorem vallem perventum esset.

3. Translate into English—

Si potes hic saltem monitis parere paternis;  
Parce, puer, stimulis, et fortius utere loris.  
Sponte sua properant: labor est inhibere volentes;  
Nec tibi directos placeat via quinque per arcus.  
Sectus in obliquum est lato curvamine limes,  
Zonarumque trium contentus fine; polumque  
Effugito australem, junctamque aquilonibus Arcton.  
Hac fit iter; manifesta rotas vestigia cernas.  
Utque ferant aequos et caelum et terra calores,  
Nec preme, nec summum molire per aethera currum.  
Altius egressus, caelestia tecta cremabis;  
Inferius, terras: medio tutissimus ibis.  
Neu te dexterior tortum declinet in anguem,  
Neve sinisterior pressam rota ducat ad aram;  
Inter utrumque tene: fortunae oestera mando;  
Quae juvet, et melius, quam tu tibi, consulat, opto.  
Dum loquor, Hesperio positas in litore metas  
Humida nox tetigit: non est mora libera nobis:  
Poscitur: effulget tenebris Aurora fugatis.  
Corripe lora manu: vel, si mutabile pectus  
Est tibi, consilia, non curribus, utere nostris,  
Dum potes, et solidis etiamnum sedibus adstas;  
Dumque male optatos, nondum premis inscius axes.  
Quae tutus spectes, sine me dare lumina terris.

## ANALYTICAL GEOMETRY.

Professor Gurney. Mr. A. Newham.

1. Find the equation to a straight line in terms of intercepts on the oblique axes of coordinates.

If a straight line moves in such a manner that the sum of reciprocals of the intercepts is constant, shew that the straight line always passes through a fixed point.

2. The equations to two straight lines being given in rectangular coordinates, investigate the condition that they may at right angles to each other.

Find the coordinates of the foot of the perpendicular drawn from the origin to the straight line  $y - k = m(x - h)$ , and find locus of this point if  $m$  is variable.

3. Find the equation to the tangent at  $x', y'$  to the curve  $x^2 + y^2 = a^2$ . Deduce the equation to the polar.

4. Find the polar equation to a parabola, the focus being taken as origin.

Prove that the harmonic mean between the segments of focal chord is independent of its inclination to the axis.

5. Draw the curves  $x^2 = 4ay$ ,  $x^2 + y^2 = ax$ ,  $x^2 + xy = (x + y)^2 = a(x - y)$ .

6. Find the condition that  $y = mx + c$  may touch  $\frac{x^2}{a^2} + \frac{y^2}{b^2} = 1$ . Show that  $a(y - c) = \pm x\sqrt{c^2 - b^2}$  touches the ellipse for values of  $c$ , and find the coordinates of the point of contact.

7. The centres of a system of parallel chords of an ellipse on a straight line.

Show, geometrically or otherwise, that the tangents at end of each chord intersect on this straight line.

8. Find the length of a chord of a given parabola which is normal at one end of the latus rectum.

9. A line of constant length  $a + b$  slides with its ends on the fixed rectangular axes. Prove that the point which divides it into two parts  $a, b$  of constant length describes an ellipse.

Show that the same ellipse is described, if a line of length  $a - b$  slides on the axes, by a point on the line produced, at a distance  $b$  from one end of it.

10. Define Anharmonic Ratio, Harmonic Pencil.

Prove that four lines drawn from a point parallel to the sides and diagonals of any parallelogram form a harmonic pencil.

## LATIN II. (GRAMMAR AND COMPOSITION.)

Mr. Butler. Mr. Armstrong.

1. Translate into Latin—

It had been observed by the ancients, that all the arts and sciences arose among free nations; and that the Persians and Egyptians, notwithstanding their ease, splendour, and luxury, made but faint efforts towards a refinement in those finer pleasures which were carried to such perfection by the Greeks amidst continual wars, attended with poverty, and the greatest simplicity of life and manners. It had also been observed, that, when the Greeks lost the

liberty, though they increased mightily in riches by means of the conquests of Alexander; yet the arts, from that moment, declined among them, and have never since been able to raise their head in that climate. Learning was transplanted to Rome, the only free nation at that time in the universe; and having met with so favourable a soil, it made prodigious shoots for about a century; till the decay of liberty produced also the decay of letters, and spread a total barbarism over the world. From these two experiments, of which each was double in its kind, and shewed the fall of learning in absolute governments, as well as its rise in popular ones, Longinus thought himself sufficiently justified in asserting that the arts and sciences could never flourish but in free government.

2. Give the rules for *oratio obliqua*, pointing out particularly how the various kinds of questions are expressed.

3. In what different ways does Virgil use the accusative after the perfect participle passive? Give an example of each use.

4. Give the derivation of—*Faustus, dicio, frequens, foedus (n), Penates, frumentum, jumentum, manipulus, fenus, altus, legio, culmen, caligo*.

5. Comment on the use of the *case* in the following—

- (a) *vendo meum non pluris quam ceteri.* (Cicero.)
- (b) *Cur in amicorum vitii tam cernis acutum?* (Horace.)
- (c) *Pastorem saltaret uti Cyclopa rogabat.* (Horace.)
- (d) *Quibusdam volentibus novas res fore dixit.* (Livy.)
- (e) *Neque cernitur ulli.* (Virgil.)
- (f) *Quo mihi Fortunam si non conceditur uti?* (Horace.)
- (g) *Celsam Buthroti accedimus urbem.* (Virgil.)
- (h) *Multi praeterea capitis damnati exulesque con- venerant.* (Caesar.)

## GERMAN.

Professor MacCallum. Dr. Trechmann.

1. Translate into English—

(a) Als Chaucer nach Italien kam, war das Licht der Renaissance dort eben aufgegangen und liess die geistigen Hochgipfel der Zeit in hellem Glanze erstrahlen. Der Nebel, wodurch das Mittelalter das klassische Alterthum erblickt hatte, begann zu weichen, und dem emsig spähenden Blick zeigte sich in immer weiterem Umkreis eine ungeahnte Fülle reichsten Lebens, während das schon Bekannte, nun in klaren Umrissen erschaut, mit siegreicher Gewalt Herz und Sinne gefangen nahm. Die mächtige Culturbewegung jener Epoche, welche eine Erneuerung des Denkens, Dichtens und Gestaltens für die europäische Menschheit vorbereitete, knüpfte sich wesentlich an die Namen der grossen italienischen Schriftsteller.

(b) Wenn der Schimmer von dem Monde nunherab  
In die Wälder sich ergiesst, und Gerüche  
Mit den Düften von der Linde  
In den Kühlen wehn;  
So umschatten mich Gedanken an das Grab  
Der Geliebten, und ich seh' in dem Walde  
Nur es dämmern, und es weht mir  
Von der Blüthe nicht her.  
Ich genoss einst, o ihr Todten, es mit euch!  
Wie umwehten uns der Duft und die Kühlung,  
Wie verschönt warst von dem Monde,  
Du, o schöne Natur.

2. Point out the differences in the use of the definite and indefinite articles in German and English.

Translate—

Youth is the spring-time of life. He goes to school.  
This ribbon is six shillings a yard. He shook his head.

3. Explain what is meant by past present verbs (*præterito-præsentia*). Give the first person singular of all the simple tenses of—*Können, mögen, wollen, wissen*.

4. Form adjectives from—*Eisen, Fluss, Holz, Kupfer, Tag, hier, gestern*.

Distinguish between—*Mündig und mündlich; kindisch and kindlich; aufrecht and aufrichtig; erhaben and erhoben; ich habe gewollt and ich bin gewollt*.

5. Translate into German—

- (a) He has made up his mind.
- (b) Never mind what people say.
- (c) His boy has got on very well.
- (d) When I saw him last he was in very good spirits.
- (e) I depend entirely upon you.

6. Translate into English—

- (a) Machen Sie keine Umstände!
- (b) Das lässt sich hören.
- (c) Jung gewohnt, alt gethan.
- (d) Er greift seinem Freunde unter die Arme.
- (e) Wohl bessere Männer thun's dem Tell nicht nach.

7. Translate into German—

There may be some among my readers who will dispute Goethe's claim to greatness. They will admit that he was a great poet, but deny that he was a great man. In denying it, they will set forth the qualities which constitute their ideal of greatness, and finding him deficient in some of these qualities, will dispute his claim. But in awarding him that title, I do not mean to imply that he was an ideal man; I do not present him as an exemplar of all greatness. No man can be such an exemplar. Humanity reveals itself in fragments. One man is the exponent of one kind of excellence, another of another. Achilles wins the victory, and Homer immortalises it: we bestow the laurel crown on both. In virtue of a genius such as modern times have seldom seen equalled, Goethe emphatically deserves the epithet of great.

8. Describe in German (a) some of the characteristics of the German *Volkstheater*, or (b) some principal personage in one of the dramas of Lessing, Goethe, or Schiller.

## GREEK I.

Mr. Butler. Mr. Armstrong.

Translate into English—

### I.

Ἐγὼ δ' ἔτι μικρὰ πρὸς ὑμᾶς εἰπὼν καταβήσομαι.  
ἔστι γάρ, ὦ ἄνδρες Ἀθηναῖοι, πάντας μὲν τοὺς νόμους ὑμῖν, ὡς ἐγὼ νομίζω, σπουδαστέον ὡς κάλλιστ' ἔχειν, μάλιστα δὲ τούτους, δι' ὧν ἡ μικρὰν ἢ μεγάλην ἔστ' εἶναι τὴν πόλιν. εἰσὶ δ' οὗτοι τίνες; οἱ τε τοῖς ἀγαθὸν τι ποιῶσι τὰς τιμὰς διδόντες καὶ οἱ τοῖς τάναντία πράττουσι τὰς τιμωρίας. εἰ γὰρ ἅπαντες ὡς ἀληθῶς τὰς ἐν τοῖς νόμοις ζημίας φοβούμενοι τοῦ κακόν τι ποιεῖν ἀποσταίην καὶ πάντες τὰς ἐπὶ ταῖς εὐεργεσίαις δωρεὰς ζηλώσαντες ἂν χρὴ πράττειν προέλονται, τί κωλύει μεγίστην εἶναι τὴν πόλιν καὶ πάντας χρηστοὺς καὶ μηδὲν εἶναι πονηρόν; Ὁ τοίνυν νόμος οὗτος ὁ Λεπτίνου οὐ μόνον, ὦ ἄνδρες Ἀθηναῖοι, τοῦτ' ἀδικεῖ, ὅτι τὰς τιμὰς ἀναιρῶν τῶν εὐεργεσιῶν ἀχρεῖον τὴν ἐπιείκειαν τοῖς φιλοτιμείσθαι βουλομένοις καθίστησιν, ἀλλ' ὅτι καὶ παρανοίας δόξαν αἰσχίστην τῇ πόλει καταλείπει.

### II.

Ὡ παρθέν', ἱκέτις ἀμφὶ σὸν πίτνω γόνυ,  
καὶ προσκαθίζω θάκον οὐκ εὐδαίμονα  
ὑπὲρ τ' ἐμαντῆς τοῦδέ θ', ὃν μόλις ποτὲ  
λαβοῦσ' ἐπ' ἀκμῆς εἰμι καταθανόντ' ἰδεῖν  
μή μιν κατείπης σὺ κασιγνήτῳ πόσιν  
τόνδ' εἰς ἐμὰς ἤκοντα φιλτάτας χέρας.  
σῶσον δὲ, λίσσομαί σε· συγγόνῳ δὲ σὺ  
τὴν εὐσέβειαν μὴ προδῶς τὴν σὴν ποτε,  
χάριτας πονηρὰς κἀδίκους ὠνούμενη.  
μισαί γὰρ ὁ θεὸς τὴν βίαν, τὰ κτητὰ δὲ  
κτᾶσθαι κελεύει πάντας, οὐκ ἐς ἀρπαγὰς.  
κοινὸς γάρ ἐστιν οὐρανὸς πᾶσιν βροτοῖς  
καὶ γαῖ', ἐν ᾗ χρὴ δώματ' ἀναπληροῦμένους  
τάλλοτριά μὴ χεῖν μηδ' ἀφαιρεῖσθαι βίᾳ.  
ἡμᾶς δὲ μακαρίως μὲν, ἀθλίως δ' ἐμοί,  
Ἐρμῆς ἔδωκε πατρὶ σὺ σῶζειν πόσει  
τῷδ', ὃς πάρεστι κἀπολάυνσθαι θέλει.  
πῶς οὖν θανὼν ἂν ἀπολάβοι; κείνος δὲ πῶς  
τὰ ζῶντα τοῖς θανούσιν ἀποδοίη ποτέ;



## III.

„Εἰπέ δέ μοι πατρός τε καὶ νείος, ὃν κατέλειπον,  
ἢ ἔτι παρ κείνοισιν ἐμὸν γέρας, ἢ τίς ἤδη  
ἀνδρῶν ἄλλος ἔχει, ἐμὲ δ' οὐκέτι φασὶ νέεσθαι.  
εἰπέ δέ μοι μνηστῆς ἀλόχου βουλὴν τε νόον τε,  
ἢ ἐ μένει παρὰ παιδί καὶ ἔμπεδα πάντα φυλάσσει  
ἢ ἤδη μιν ἐγγυμὲν Ἀχαιῶν ὅστις ἄριστος.”  
Ὡς ἐφάμην, ἢ δ' αὐτίκ' ἀμείβετο πότνια μήτηρ  
„καὶ λίην κείνη γε μένει τετλητότι θυμῷ  
σοῖσιν ἐνὶ μεγάροισιν· οἷζυραὶ δέ οἱ αἰεὶ  
φθίνουσιν νύκτες τε καὶ ἡμέραι δακρυχεοῦσιν  
σὸν δ' οὐπω τίς ἔχει καλὸν γέρας, ἀλλὰ ἐκηλος  
Τηλέμαχος τεμνὴν νέμεται καὶ δαίτας εἰσας  
δαίνυνται, ἃς ἐπέοικε δικασπόλον ἀνδρ' ἀλεγύνειν·  
πάντες γὰρ καλέουσιν. πατήρ δέ σός αὐτόθι μένει  
ἄγρῳ, οὐδὲ πόλινδε κατέρχεται· οὐδέ οἱ εὖναι  
δέμνια καὶ χλαῖναι καὶ ῥήγεα σιγαλόεντα,  
ἀλλ' ὄγε χεῖμα μὲν εὐδὲ δὴ δμῶες ἐνὶ οἴκῳ  
ἐν κόνι ἄγχι πυρὸς, κακὰ δὲ χροὶ εἴματα εἴται·  
αὐτὰρ ἐπὶν ἔλθῃσι θέρος τεθαλυῖα τ' ὀπώρα,  
πάντῃ οἱ κατὰ γουνὸν ἀλωῆς οἶνοπέδοιο  
φύλλων κεκλιμένων χθαμαλαὶ βεβλήταται εὖναι.”

## PHYSICS.

*Five questions only to be attempted.*

1. Give an account of the laws of motion of a heavy particle vibrating in a straight line. Shew that the vibration will be isochronous if the forces brought into play by any displacement of the particle from its position of equilibrium are in the negative direction of the displacement and proportional to it.
2. How would you measure the breaking strength of steel wire, and express the results in absolute units of force per unit area of section?
3. Explain the conditions determining the apparent propagation of light in straight lines. Shew that the definition of a shadow, either optical or acoustical, depends on the relation of the wave length to the dimensions of the obstacle.
4. Give some account of the manner in which the “beats” often noticed in the sound given out by a bell or gong are set up.
5. What is a “static induction machine”? Explain the principles involved in any such machine, and shew that they are merely the same as those involved in the ordinary electrophorus.
6. Give an account of Terrestrial Magnetism.
7. What is meant by the term “reversibility” as applied say to Carnot's engine?  
Define the term “efficiency” of an engine, and shew that its value in any particular case is proportional to the area traced out on an “indicator diagram.”
8. Give an account of an experiment to determine the coefficient of expansion of a brass bar between any two given temperature limits.
9. In all dynamos it is important to arrange the field magnets so as to get the maximum magnetic induction for the least waste of energy in the magnetising current. Explain generally the principles involved in designing a dynamo so as to satisfy the above-mentioned requirement.
10. What is Faraday's law of “induction of currents”? Explain what is meant by “self induction,” and discuss the bearing of the fact that in any given circuit its amount depends not on the material of the wire, but on the magnetic properties of the space near it.

## CHEMISTRY.

Professor Liversidge. Mr. Mackelvie.

1. What do you understand by the term diffusion of gases? By what law is it governed?
2. What is dialysis?
3. Define the terms allotropism and isomerism. Give examples.
4. Explain the action of animals and plants upon air.
5. Give an account of the manufacture of carbonate of sodium.
6. Why are nitrogen, phosphorus, arsenic and antimony grouped together?
7. Compare the properties of lead, thallium, and silver; give a table of their principal compounds.

8. How would you detect the presence of the following substances in a mixture, viz., platinum, chromium, nickel; sulphuric and sulphurous acids, iodine and bromine?

9. How is gold obtained from its ores?

## GREEK II.

Mr. Butler. Mr. Armstrong.

1. Shew the relations between the inflexions of verbs in—μ and those in—ω. What traces of the—μ verb formation can be found in Latin?
2. State the rules of Attic Greek governing the sequence of tenses, with examples.
3. Give examples of the force of the middle voice in Greek, and illustrate from Latin.
4. Give examples of the uses of οὐ μὴ and μὴ οὐ.
5. Translate into Greek—

A countryman who lived in those parts happening to fall in with a hind which was flying from the hunters, failed in his attempt to take her; but, charmed with the uncommon colour of the fawn, which was a perfect white, he pursued and took it. By good fortune Sertorius had his camp in that neighbourhood; and whatever was brought to him taken in hunting, or of the productions of the field, he received with pleasure, and returned the civility with interest. The countryman went and offered him the fawn. He received this present like the rest, and at first took no extraordinary notice of it. But in time it became so tractable and fond of him, that it would come when he called, follow him wherever he went, and learned to bear the hurry and tumult of the camp. By little and little he brought the people to believe there was something sacred and mysterious in the affair: giving it out that the fawn was a gift from Diana, and that it discovered to him many important secrets. For he knew the natural power of superstition over the minds of the barbarians.

## ENGLISH.

Professor MacCallum. Mr. Butler.

1. Give instances of words in English which may be used indifferently (a) as noun, adjective and verb, or (b) as adverb, preposition and adjective. How is it that such interchanges are so frequent in English?
2. State the principal causes for the irregularities of modern English spelling.
3. Describe respectively the strong and the weak conjugation of verbs. Which of these shews the greatest numerical increase in modern English, and for what reasons?
4. Comment on the formation and derivation of the following words—Wednesday, Ladyday, wrought, ay, trivial, Lent, Easter, scotfree, diamond.
5. Analyse the following sentence into its clauses, explaining their relations to one another and to the whole—  
“This world at the best is but a huge Inne, and we but wayfaring men, but pilgrimes and a company of rambling Passengers; yet amongst these passengers some find warme lodgings in this Inne, with soft beds, the table plentifully furnished; and such is the poornesse of some spirits and the narrownesse of their soules, and they are so nailed to the earth, that, as the Orator saith, the lease way remaines, the more provision they make still for their journey; and other Passengers there are, which find but short commons and are forced to trudge up and down for a roome to lay their heads in, and would lye well content with a truckle bed, or a mattresse in the garret, for want whereof they are often put to lye in state in the Starre Chamber, but much against their wills, though they have the Heaven for their canopy, and the breasts of their Common Mother for their pillow.”

6. Describe the metrical arrangement of the Rhyme Royal, the Sonnet, and the Spenserian Stanza. Tell what you know of the history of these measures and mention some of the more famous instances of their employment in English literature.

7. Explain the following terms—  
“The metaphysical poets,” “the correct poets,” “the Lake poets”; name the chief representatives of each of these schools.
8. Describe the character of Brutus, or of Prospero, or of Falstaff.
9. Give a short account of any two of the following works, mentioning the author and approximate date, and describing the subject and mode of treatment—*Utopia*, *Doctor Faustus*, *The Battle of Books*, *The Dunciad*, *Rasselas*, *Reliques of Ancient English Poetry*, *Hyperion*, *Paradise Regained*.



## ENGLISH HISTORY.

Mr. Butler.

Mr. Armstrong.

1. What were the constitutions of Clarendon?
2. Give an account of the ecclesiastical legislation in the reign of Charles II.
3. Comment on the following statement:—"If we use the name of the new monarchy to express the character of the English sovereignty from the time of Edward IV. to the time of Elizabeth, it is because the character of the monarchy during this period was something wholly new in our history."—(Green.)
4. What were the main provisions of the Navigation Act of Charles II.? Give a brief history of the modifications subsequently made in it, and of its final abolition.
5. Describe the careers of the first Earl of Shaftesbury, Dean Swift, Simon de Montfort.
6. Describe the effects of the revolution in France upon Pitt's home policy.
7. What were the provisions of the Statute of Labourers in the reign of Edward III.? Relate the causes which brought about its enactment.
8. Explain the significance of the Seven Years' War in relation to the British Colonial Empire.

## ANCIENT HISTORY.

Mr. Butler.

Mr. Armstrong.

1. Describe the changes in the Athenian Constitution from the earliest times to the death of Pericles.
2. Sketch the history of the Achaian League.
3. Give an account of the relations between Macedonia and Athens during the career of Demosthenes.
4. Describe the Theban Hegemony of Greece during the 4th Century, B.C.
5. Give an account of the agrarian agitations at Rome and their consequences.
6. Describe the political career of Cicero.
7. To what causes is the overthrow of the Free Republic of Rome to be attributed?
8. Describe the administration of government in the provinces after the establishment of the Roman Empire.
9. Give an account of the Triumvirate of B.C. 43.

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1891.  
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QUEENSLAND.

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FIFTEENTH REPORT  
  
OF THE  
  
SECRETARY FOR PUBLIC INSTRUCTION,  
  
FOR THE YEAR  
  
1890.

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PRESENTED TO BOTH HOUSES OF PARLIAMENT BY COMMAND

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BRISBANE:  
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FIFTEENTH REPORT OF THE SECRETARY FOR PUBLIC INSTRUCTION IN QUEENSLAND, BEING FOR THE YEAR ENDING 31<sup>ST</sup> DECEMBER, 1890.

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To His Excellency General Sir HENRY WYLIE NORMAN, Knight Grand Cross of the Most Honourable Order of the Bath, Knight Grand Cross of the Most Distinguished Order of St. Michael and St. George, Companion of the Most Eminent Order of the Indian Empire, Governor and Commander in Chief of the Colony of Queensland and its Dependencies.

SIR,—I have the honour to submit to Your Excellency the Report of the Department of Public Instruction for the year 1890.

GENERAL.

1. This Report deals exhaustively with the educational work carried on under the provisions of "*The State Education Act of 1875*," and supplies elucidatory summaries of expenditure, attendance, and other items of statistical information, with particulars respecting State scholars who have distinguished themselves by winning scholarships or exhibitions. Contents.

2. My period of office dates from the 12th day of August, 1890, when I succeeded the Honourable Charles Powers as Secretary for Public Instruction. Change of Minister.

3. The chief feature of this fifteenth year of administration under the Act of 1875 has been the thorough examination of our system, and its comparison with systems in vogue in other English-speaking countries, with a view to amendment of acknowledged defects, and a modification of administrative details. Review of system.

4. The important changes recommended by the Inspectors' Conference of March, 1889, were embodied in a series of new regulations drafted by the Revising Conference of December, 1889, and still remain under consideration, it being fully recognised that alterations in the working of an Act which has produced results of acknowledged merit cannot be too carefully scrutinised. Conferences.

5. Caution in this respect is the more essential owing to the dawning probability of the establishment at no distant date of a local University, in which case demands will undoubtedly be made for the removal of restrictions in our educational system, in order that a continuity of education may be perfected which shall connect the two extremes of the system—the Infant School and the University. Need for caution.

6. Of subjects under immediate consideration—compulsory education, kindergarten teaching in Infant Schools, re-arrangement of inspectoral duties, including the appointment of females to discharge that office, and the congested condition of the Brisbane Central Schools, are the most important matters remaining for decision. Subjects under review.

7. There is a growing desire for the enforcement of the compulsory clauses of the Education Act, and an application will be made to Parliament for the funds required to provide the machinery necessary to put them in effective operation. When additional legislation is submitted on this point, the present minimum of compulsory attendance—"sixty days at the least in each half-year"—required by the 28th clause of the present Act, must be largely increased. There are two classes of parents for whom stringent legislation on this matter is needed: the apathetic, careless of anything but self-indulgence and freedom from worry; and the brutally selfish, who barter their children's future welfare for the pittance they drive them to earn in the present. The State has a proprietary right in its future citizens, and must take steps to assert it, or accept the responsibility of fostering a social substratum of ignorance, poverty, and crime. There are also, of course, the unhappy waifs and strays Compulsory clauses.



strays of the community, the outlook of whose life is bleak indeed, unless they are seized with a gentle violence and forced for their own good to participate in intellectual training.

Kindergarten.

8. The addition of "kindergarten," to the six subjects at present taught in our ten Infant Schools, has been delayed owing to an unforeseen complication, which will doubtless be cleared up. As soon as a competent instructress can be procured, she will be employed in imparting instruction to the staffs of these schools, so that they may become centres from which kindergarten will be extended throughout the Colony.

Decentralization

9. The rigorous centralization of departmental work, with its consequent necessity for reference of all subjects, purely local though they be, to the Brisbane office, calls for modification, which may assume the shape of an extension of administrative powers to District Inspectors. If the appointment of female inspectors be sanctioned, the examination of needlework and domestic economy, together with the supervision of absences of female teachers, will naturally form leading items of the duties with which such officers will be charged.

Brisbane Central schools.

10. The question of increased accommodation at the Brisbane Central Schools has engrossed much thought, and will be grappled with as soon as funds are available. It must be obvious that the position of the Colony necessitates the strictest economy, and that the large expenditure, required by any one of the several schemes suggested to meet this difficulty of overcrowding, must be specially endorsed by the Legislature.

Hindrances to school work.

11. In the early part of the year the course of school work was broken by floods, which were general throughout the Colony, and by an epidemic of sickness which prevailed during the remainder of 1889. Owing to these adverse conditions, an increase in enrolment of more than 2,000 children is not accompanied by a corresponding increase in the average of actual daily attendance.

Diminution of staffs.

12. As a secondary effect of those unfavourable influences, an effort which has been made to increase the average number of pupils per teacher to a figure fairly corresponding with such teacher's salary and position, and approaching to some extent the results attained elsewhere, has not yet affected the percentage of teaching power to any appreciable extent.

Comparison of results.

13. The general results of inspection are an improvement on those of the year immediately preceding; but the important subjects of arithmetic, grammar, history, and drill, exhibit retrogression. These lapses are doubtless attributable in some degree to the interruption of school work caused by floods and sickness, yet teachers and inspectors will do well to bear the fact in mind with a view to increased effort and more frequent inspection. It is noted with regret that the average age of pupils in each class, except the fifth, is higher than in 1889. The quality of the teaching staff is steadily improving, there being a larger proportion of classified teachers than in any previous year. Owing partly to the ordinary increase of salaries by promotion, and partly to the heavy outlay required to provide increased accommodation, the sum spent on primary education during the year exceeds by £10,000 the amount disbursed in 1889.

Arbor Day.

14. "Arbor Day" in Queensland was initiated on the 1st of August, 1890, by *fêtes* at 368 of our schools, and the planting of 5,453 trees. The plan most favoured is to erect an inner fence parallel to the outer or boundary fence, and to plant trees in the protected space between the two. This admits of the extension of the inner fence year by year until the grounds are surrounded by a wall of foliage. In many schools the spaces between the trees are tastefully formed into ornamental flower beds, each class of children having its own allotted space. It is sad to report that persons exist who vent their mischievous tendencies even on this tasteful work by surreptitiously destroying both trees and protecting fences. Acting upon the best skilled advice procurable, the date of celebration of Arbor Day has been changed to 1st May, with, excepting from a few frost-smitten localities, as general approval as can be expected in a Colony embracing such climatic extremes as Queensland.

Department of Agriculture.

15. I must tender cordial thanks to the Department of Agriculture for the zealous assistance rendered in connection with this desirable movement.

16. Much

16. Much assistance has been given to the Department by the local committees, who have shown great enthusiasm in the Arbor Day proceedings, and have done much of late to beautify and improve the school grounds. A few committees have had such a long period of office, that they have lost touch with the majority of the parents of the children, or with the school work; and it may become advisable to limit the term of office. Committees.

17. From causes which cannot easily be assigned, complaints against teachers have been rather more numerous than usual. The charges have generally been of a trivial nature, and many have fallen through when subjected to official inquiry. It is to be hoped that parents will make strict examination for themselves, and obtain the services of the school committee, before they appeal to me for interference in unimportant matters. Complaints.

18. *Instruction.*—The average quality of the results obtained by District Inspectors in State schools, expressed as a percentage, is 63·9, which may be considered as *above fair*; and in Provisional schools the corresponding percentage is 57·4 or *approaching fair*. The observation made in last year's report, paragraph 10, that the work from the several classes is becoming more even from year to year, is confirmed by this year's experience. In 1890 the average percentages obtained by the several classes in State schools were 63·8 in the First Class, 62·3 in the Second, 62·3 in the Third, 63·6 in the Fourth, and 67·4 in the Fifth. In the Provisional schools the corresponding percentages were 56·9 in the First Class, 57·5 in the Second, 58·4 in the Third, 60·7 in the Fourth, and 53·5 in the Fifth. This feature is no doubt due in part to a general improvement in the organisation of the schools under the stimulus of regular inspection; but, most probably, the principal cause is the improvement which has taken place in the quality of the teaching staff in our larger schools, by the substitution, to a considerable extent, of classified adult teachers for pupil-teachers. Instruction.

19. Amongst the several branches of instruction required by the Education Act, writing, needlework, and written home exercises give the highest results under inspection. While it is true that these branches are less intellectual than most of the others, it is also true that it is scarcely possible to overestimate the benefit a child derives from that patient and persevering training in habits of care, neatness, and finish, which alone can produce the very creditable written work now general in our schools. Results.

20. The comparative degree of success with which the several branches were taught in the years 1890 and 1889, respectively, is shown in the following statement:— Results—  
1890 and 1889.

SUBJECTS.	PERCENTAGE OF MARKS.	
	1890.	1889.
Writing—over "very fair" ... ..	71·9	71·1
Needlework—nearly "very fair" ... ..	68·1	64·9
Written Home Exercises—approaching "very fair" ... ..	66·7	64·8
Composition—above "fair" ... ..	64·5	65·2
Derivation—over "fair" ... ..	63·6	59·8
Reading—over "fair" ... ..	61·5	61·4
Drill—nearly "fair" ... ..	59·4	61·6
Arithmetic—nearly "fair" ... ..	58·9	59·7
Domestic Economy—approaching "fair" ... ..	58·6	53·5
Geography—approaching "fair" ... ..	56·6	56·2
Object Lessons—approaching "fair" ... ..	55·7	54·0
History—above "moderate" ... ..	54·4	56·4
Vocal Music—above "moderate" ... ..	54·1	50·6
Grammar—over "moderate" ... ..	53·8	54·2
Mechanics—"moderate" ... ..	50·1	46·6

21. In the several reports of the District Inspectors appended there will be found much interesting matter respecting the teaching of the various branches of instruction required by the Education Act.

22. *Drill.*—The importance of drill as a means of training children to habits of order, attention, obedience, and method has long been recognised; and the subject has formed part of the regular course of instruction in schools since the present Military  
training.



present Education Act came into force in April, 1876. The results of the teaching have been very valuable. The younger children are taught the simplest and most useful parts of drill—dressing, marching and wheeling by files, and “extension motions” calculated to open the chest and give play to the muscles. In addition to these the older pupils are taught to form fours, to march and wheel in line, and to change front or direction by “forming.” In a few of the larger boys’ schools, battalion drill is practised. The text-book in use is the “Schoolmaster’s Drill Assistant,” by Commander Norman, R.N., which is not fully in accord with modern drill, and the opinion of military authorities will be solicited with a view to the selection of a better manual. On the adoption of the revised infantry drill by the Defence Force, it was thought advisable to encourage teachers to learn the new exercises for physical training as laid down in the “Infantry Drill of 1889”; and arrangements were made by which it has been taught to teachers by competent instructors in Brisbane, Charters Towers, Gympie, Ipswich, Maryborough, Rockhampton, Toowoomba, and Warwick. A class is about to be opened at Bundaberg. To assist teachers in learning and teaching the new exercises, Mr. F. Loose, the Gymnastic Instructor to the Department, prepared a chart containing forty-three plates illustrative of the new drill, with descriptive text referring to each plate, and I have caused a copy of this chart to be sent to each State school. Besides aiding the teacher in securing good discipline, and uniform class movements, it is hoped by this training to form links between the schools and the Defence Force of the Colony, by which the youth of Queensland may be led to regard the training to arms as part of the education of every citizen.

Formation of  
Libraries.

23. *School Libraries.*—The value for educational purposes of a good School Library, especially in rural districts, needs no argument. The initial expenditure of such libraries is an obstacle; and, after they are established, difficulties are experienced in increasing the stock of books from time to time, so that the library may be sufficiently attractive. With a view to lessen these difficulties, and to interest teachers in the formation of School Libraries, my predecessor issued a circular memorandum to teachers, in August, 1890, describing a successful method of initiating and maintaining them at a small cost. Following on the receipt of that circular a few teachers formed libraries, and applied to the Department for assistance towards the cost of book presses. In response to this appeal I have had prepared lithographed plans of book-cases of different sizes, and these plans, with estimates of the cost, will be sent, on application, to any teacher engaged in forming a school library. Half the cost of such book-cases will be defrayed by the Department.

New schools—  
State.

24. *State Schools Erected in 1890.*—Eighteen new State schools were completed during the year 1890. Of these thirteen were in operation during the year, and the remaining five were ready to be opened when the year closed. They are distributed over the Colony as follows:—In East Moreton—Breakfast Creek and Little Cabbage-tree Creek (which may be considered as suburban), and Terror’s Creek, on the North Pine River; in West Moreton—Dinmore, Harrisville, and Thornton; on the Darling Downs—Gomorrion, Gowrie Little Plain, Mount Kent, and Woodview; in the Wide Bay and Burnett—Gin Gin, Sunbury, and Urangan; in Port Curtis—Emu Park; in the Cook district—Craiglie (near Port Douglas), Irvinebank (near Herberton), and Cumberland (near Georgetown); in the Burke district—Croydon. Of these schools the largest is the one at Breakfast Creek, which, including a sum of £900 paid for the site, cost £3,577 7s. Croydon and Little Cabbage-tree Creek are equal in size, although the former, owing to costly carriage of material and remote position, cost £1,698 18s., and the latter only £788 10s. Particulars respecting the cost of each of the new State schools are given in Table G, appended to this Report.

Additions to  
State schools.

25. *Important Additions to State Schools.*—Important additions to existing State schools were made at Bundaberg South, Cooktown (Girls), Cawarral, Eagle Farm, Herberton, Kelvin Grove Road (Girls), Lytton, Mundingburra, Port Douglas, Roma, Sandgate, Toowoomba East, and Townsville (Girls and Infants). The Government having yielded to a request for the resumption of the school reserve at Bundaberg with a view to its sale when cut up in town allotments, it became necessary to provide fresh premises for the pupils and a residence for the male head teacher



teacher at a total cost of £2,769 15s., which has been expended from the Departmental vote without compensation. Particulars respecting the cost of these additions are given in Table I, appended to this Report.

26. *Accommodation in State Schools.*—The accommodation added to the State schools during the year 1890 was 29,752 square feet, being 12,372 square feet in new schools, and 17,380 square feet in additions to existing schools. Allowing 10 square feet of floor space for each child, provision was thus made for an increase of 2,975 pupils. Accommodation  
in State schools.

27. At the end of the year the total floor space in the State schools was 397,207 square feet—exclusive of verandahs. This space gives ample accommodation for 39,720 children. The average attendance for the year (in State schools) was 35,173. In Provisional schools, also, the total floor space provided is more than the minimum of 10 square feet for each child in average attendance.

28. Although the total accommodation in all schools is sufficient for the present average attendance, the industrial circumstances of the country, and the consequent shifting of the population, do not allow its equable distribution to be maintained; and while some schools have an excess of floor space, others have less than they need. For example, Copperfield, once a busy town, is now almost a deserted village, and its commodious schoolrooms, capable of accommodating 200 children, are occupied by about 20; while the Central Boys' School at Brisbane, capable of accommodating 650 pupils, has an average attendance of 900 scholars.

29. *Teachers' Residences.*—In the larger towns of the Colony it has hitherto been the practice of the Department to make an allowance for rent to male head teachers, instead of providing them with a residence, as is done in the country. The practice is not without its drawbacks: the allowance for rent is often greater than the interest of the money that would be required to build a residence; and a resident teacher checks the invasion of the premises by trespassers, and protects the buildings from injury by disorderly persons. In view of these considerations, residences have been built in the school grounds at Toowoomba North and Toowoomba East, so that in future these premises will have the advantage of a resident caretaker. Teachers'  
residences

30. At Charters Towers it was thought desirable, in compliance with a local suggestion, to utilize the material of the old boys' school by erecting a building in the girls' school grounds, which would afford suitable quarters for such of the female teachers as were not residing with relations in town. This was accordingly done, and a building containing kitchen, dining-room, sitting-room, and six bedrooms was erected at a cost of £283. When it was ready for occupation it was found that the teachers did not see their way to live in it, and probably it will now be occupied by a resident caretaker instead.

31. New residences for teachers were also provided at Bundaberg, Fernvale, Port Douglas, and Terror's Creek. Particulars of the cost of these, and of additions and improvements to many other teachers' residences, are given in Table I.

32. *Provisional Schools opened in 1890.*—Twenty-four Provisional schools were opened in new localities, and one (Neardie) which had been closed for two years was re-opened. Nine other schools which had been classed as State schools were reduced in status on account of diminished attendance, and added to the list of Provisional schools. These were Ayr, Gatton, Geraldton, Loganholme, Owanyilla, Wivenhoe, Belmont, Bundamba (Upper), and Cleveland (West). New schools—  
Provisional.

33. On the other hand, it is to be noted that nine schools which were Provisional schools in December, 1889, were superseded by State schools before the end of 1890. These were Craiglie, Emu Park, Gin Gin, Gomorron, Irvinebank, Mount Albion, Mount Kent, Torrens Creek, and Thornton. The new Provisional schools were distributed as follows:—In East Moreton—Branch Creek, Burpengary, Chamber's Flat, Darlington, Dunellan, Jimboomba, Cooran, and Mount Eerwah; in West Moreton—Carney's Creek, Coleyville, Deep Gully, Monkey Waterholes; on Darling Downs—Pikedale No. 1 and Pikedale No. 2; in the Wide Bay and Burnett—Munna Creek, Mount Shamrock, Mary River Heads; in Port Curtis—Cania, Alton Downs; in



in the Kennedy and Burke Districts—Airdale, Durham, Kirk River, Mount Leyshon, and Woodstock. The names of the Provisional schools opened during the year are given in Table G.

State schools  
opened for.

34. *Applications for State Schools.*—Apart from the nineteen State schools opened or ready to be opened, action was taken with respect to twelve other applications, and at the end of the year a State school was in course of erection at Black Jack; tenders had been called for buildings at Dalrymple Creek and Farm Creek; and in the case of six applications, action was waiting the settlement of questions of site, local subscriptions, or other conditions. Three applications were refused on the ground that the number of children did not warrant the establishment of a State school. Particulars respecting these applications are given in Table H.

Provisional  
schools applied  
for.

35. *Applications for Provisional Schools.*—In addition to the twenty-four new Provisional schools opened during the year, there were applications for the establishment of Provisional schools at thirty-eight other places. The action on each of these applications is given in Table H.

### SCHOOLS IN OPERATION IN 1890.

Number of  
schools.

36. At the close of the year 1890 there were in operation 601 schools—329 State and 272 Provisional. The increase for the year was 22 schools—7 State and 15 Provisional. The total number of schools, or distinct departments of schools open during the whole or some part of the year was 621.

37. Separate departments for infants were established at Kangaroo Point and at Gympie One-Mile.

Ratio of State to  
Provisional  
schools.

38. When the Department commenced operations in 1876 only 21·3 per cent. of the schools were Provisional. Since then this percentage has steadily risen, and at the end of 1890 the Provisional schools amounted to 45·3 per cent. of all the schools under State control. This change appears to be due to the extension of settlement, combined with a keener recognition of the advantages offered by the "*Education Act of 1875.*"

Half-time  
schools.

39. Of half-time schools there were six in operation during the year, but only four at the end of the year. They were open on alternate weeks. There were 18 other schools in which the average attendance was below the minimum required by the Act for a full-time Provisional school. Each of these was in operation during the ordinary school hours, but the salaries paid to the teachers were less than those paid to the teachers of ordinary Provisional schools.

Tables A, B, C.

40. Tables A, B, and C, appended to this Report, give full particulars respecting the schools in operation during the year 1890.

### ATTENDANCE OF CHILDREN.

Enrolment.

41. For the year 1890 the *gross* enrolment was 73,275; the multiple enrolments amounted to 8,712; and the *net* enrolment—that is to say, the number of distinct children who attended the schools of the Department during the year—was 64,563. This net enrolment shows an increase of 2,216 on that of the previous year.

Lower  
"Multiple"  
enrolments.

42. The multiple enrolments—that is to say, enrolments of the same pupil in more than one school—amounted to 11·89 per cent. of the gross enrolment. The ratio was 13·03 in 1889, and 13·5 in 1888 and in 1887. From this it appears that the migration of the school children was less in 1890 than in previous years.

Average daily  
attendance.

43. The average daily attendance was 40,836; being 35,173 in the State and 5,663 in the Provisional schools. The average daily attendance in each school is obtained by dividing the number of attendances by the number of days on which the school was open. The sum of the results thus obtained from all the schools is the average for the Colony as given above—viz., 40,836.

44. The

44. The increase in the average daily attendance over that of 1889 was 364. Increase in the average attendance in 1890. is the smallest annual increase recorded in the annals of the Department, though it may be noted that in 1882 there was a positive decrease of 142, owing to the prevalence of measles and whooping cough during that year. Since 1876, when the present Education Act came into operation, the annual increase in the average daily attendance has ranged from 3,616 in 1884 to 364 in 1890, the average being 2,066. Taking the State schools alone, there was a positive decrease of 70 as compared with the previous year, but the Provisional schools show an increase of 150. In view of an additional 2,216 pupils in the net enrolment, this falling off in the usual increase in the daily attendance cannot be ascribed to any lack of efficiency in the schools or to loss of popular regard. It must be mainly attributed to the rain and floods that prevailed in the early part of the year, and to the prevalence of scarlet fever in many populous districts towards its close.

45. In 1890 the average attendance amounted to 63·25 per cent. of the net enrolment. In 1889 it was 64·91 per cent., and in 1888 it was 66·27 per cent. Ratio of average attendance to net enrolment. The diminished proportion of pupils in attendance to pupils enrolled confirms the conclusion that the unfavourable weather and prevalent sickness were the principal causes of the very small increase in the average daily attendance for the year 1890.

46. Of the increase in the gross enrolment, 792 names are on the rolls of the State schools, and 796 on the Provisional school rolls. As already mentioned, the average daily attendance shows a decrease of 70 in the State schools, and an increase of 150 in the Provisional schools. Increase in attendance—State and Provisional schools.

47. The mean quarterly enrolment was 57,640, the increase for the year being 1,780. Mean quarterly enrolment.

48. The boys outnumber the girls, and their attendance is more regular. Of the pupils enrolled, the boys formed 52·86 per cent., and the girls 47·14 per cent. Ratio of sexes. In average attendance, the boys amounted to 53·17 per cent., and the girls to 46·83 per cent. These ratios differ little from those of previous years.

49. Of the net enrolment 42,680 (66·1 per cent.) were of statute age—that is, children of not less than six nor more than twelve years of age, and therefore subject to the compulsory clauses of the Education Act; 9,449 (14·6 per cent.) were *under* statute age, and 12,434 (19·2 per cent.) were *above* it. These percentages are very nearly the same from year to year. Statute age.

50. The Annual Returns from head teachers for the year 1890 give a total of 362 neglected children between the ages of five and thirteen, residing within two miles of a school, whose education is totally neglected. Of these 362 are boys, and 237 girls. The number of neglected children thus reported was 26 more than it was in 1889. Neglected children.

51. The number of children whose education was partly neglected—that is, who did not attend school at the rate of 60 days in the half-year, as required by section 28 of the Act, was 4,845—viz., 2,572 boys, and 2,273 girls. This is an increase of 18 on the number returned last year. Partially neglected children.

52. In connection with the Census of April, 1891, arrangements have been made by the Registrar-General for ascertaining the number of children not attending school, and it is hoped that valuable information may thus be obtained, which will materially aid me in considering the question of the application of the compulsory clauses of the Education Act. Census of 1891.

### CLASSIFICATION OF PUPILS.

53. In Class I. the enrolment at the end of the year was 23,861, being 42·5 per cent. of the whole. The average age of the children was 7·46 years. The average deficiency of the pupils, expressed as a percentage, was 63·8 or *above fair* in State schools, and 56·9 or *approaching fair* in Provisional schools. In 1889 the corresponding percentages were 64·1 for State and 56·6 for Provisional schools. Class I.

54. In



Reduction of  
staffs.

holding professional rank as classified teachers. In 1876 the classified adult teachers formed rather more than one-third of the whole body, so that, notwithstanding the great increase in the number of Provisional schools, mostly taught by unclassified teachers, the proportion of qualified adult teachers has increased from one-third to one-half since the Act came into operation. The effects of this change have been a better quality of instruction and discipline, greater evenness in the results obtained from the several classes, and a slight increase in the average number of pupils taught by each teacher. It involves, of course, an increase in the salaries of the individual teachers employed; but not necessarily a greater total expenditure in salaries, provided the number of teachers be so limited that the number of pupils taught by each is in accordance with his professional status. In view of the improved quality of the teaching staffs in the larger schools, efforts have been made with some degree of success to limit their size, and these efforts will be continued; but in forming an opinion as to the extent to which they will affect the average number of pupils per teacher over all the service it is necessary to take into account the following facts:—

- (1) Forty-five per cent. of the schools are Provisional schools, and in these the number of pupils taught by each teacher cannot be expected to exceed 20 on an average.
- (2) As the proportion of Provisional schools has for some years been steadily getting larger (paragraph 38), we have a cause in constant operation whose effect is to neutralise the efforts made to increase the ratio of pupils to teachers *over all the service*.
- (3) When a school maintains an average attendance of upwards of 40, it has been the rule to appoint a second teacher. Of schools having an attendance between 40 and 70, there are 98—that is, nearly 30 per cent. of all the State schools in the colony. In these schools, under present arrangements, the average number of pupils per teacher is not likely to reach 30; as a matter of fact it is exactly 26·3.
- (4) Setting aside the Provisional schools, the State schools taught by one teacher, and the State schools taught by two teachers and having an average attendance between 40 and 70, there remain 144 State schools having an average attendance of 70 or upwards; and these are the schools in which it should be possible to arrange for a reduction in the number of teachers employed. The average attendance at these schools is 28,840, and the number of teachers employed 912, giving 31·6 pupils per teacher. As already stated (paragraph 61), the average over all the service is 27·3, and in the State schools alone 28·64.

69. The number of classified teachers in each rank, and the number of pupil-teachers in each year of the pupil-teacher's course, are shown in the condensed statement below:—

SEX.	CLASSIFIED TEACHERS.				PUPIL-TEACHERS.					
	Class I.	Class II.	Class III.	Total.	Fourth Class.	Third Class.	Second Class.	First Class.	On Probation.	Total.
Male ... ..	15	179	246	440	28	34	25	21	11	119
Female ... ..	1	26	348	375	101	73	43	41	23	281
TOTALS ... ..	16	205	594	815	129	107	68	62	34	400
Increase for 1890 ...	1	10	68	79	13	...	...	...	2	...
Decrease for 1890 ...	...	...	...	...	...	19	30	9	...	43

### PROMOTION OF TEACHERS.

Promotion  
of teachers.

70. The total number of teachers and pupil-teachers who received promotion in classification during the year 1890 was 519, or more than 40 per cent. of the total number of classified teachers and pupil-teachers. Of these 519 promotions 356 were

74. Of these 83 candidates, 52 were examined in all the subjects required by the Regulations; and the remaining 31, having already obtained 50 per cent. or more of the total marks at some previous examination, were examined in the particular subjects only in which they had failed. The results, which are interesting, are shown in the following tabular summary :—

RESULTS.	TOOK ALL THE SUBJECTS.			TOOK PART OF THE SUBJECTS.			TOTAL.		
	Males.	Females.	Total.	Males.	Females.	Total.	Males.	Females.	Total.
Passed ... ..	5	5	10	5	9	14	10	14	24
Obtained 50 per cent. or over, but did not pass—must sit again for "failing papers" ... ..	13	6	19	12	5	17	25	11	36
Obtained less than 50 per cent.—must sit again in all papers ... ..	17	6	23	...	...	...	17	6	23
Totals ... ..	35	17	52	17	14	31	52	31	83

Examinees not in the service.

75. Of the 1,072 persons examined, only 592, including 87 employed in Roman Catholic schools, were actually engaged as teachers in the schools inspected by the officers of this Department. The remaining 480, or 45 per cent. of the whole, were candidates for employment. The grades sought by the examinees not employed were—

STATUS.	MALES.	FEMALES.	TOTAL.
Pupil-Teacher of the First Class ... ..	110	213	323
" " Second Class ... ..	40	77	117
" " Third Class ... ..	4	15	19
" " Fourth Class ... ..	1	3	4
Temporary Teacher ... ..	1	8	9
Teacher, Class III. ... ..	1	5	6
" " II. ... ..	1	1	2
TOTAL ... ..	158	322	480

76. The total number of papers written by examinees who are not employed as teachers was 2,195, and it becomes a question whether this Department should continue to employ its officers in reading and valuing so large a number of papers from candidates of whom the vast majority have not the remotest chance of employment owing to the limited requirements of the service.

INSPECTION.

Inspectors.

77. No addition was made to the inspecting staff in 1890, but the districts were re-arranged and assigned for inspection as follows :—

Darling Downs—Northern Division ... ..	Mr. Kilham
Metropolitan—North-east ... ..	Mr. Caine
Metropolitan—South-west ... ..	Mr. Macgroarty
East Moreton—South ... ..	Mr. Shirley
Downs—Southern Division ... ..	Mr. Ross
East Moreton—North ... ..	Mr. Scott
West Moreton ... ..	Mr. Kennedy
Wide Bay and Burnett ... ..	Mr. Harrap
Central ... ..	Mr. Canny
Northern ... ..	Mr. Gripp

A territorial distribution of Inspectors corresponding to the proposed administrative subdivision of the Colony is under consideration.

78. The

78. The total number of inspections accomplished during the year was 631, <sup>Inspection.</sup> showing an increase of 50 on the corresponding number for 1889. The number of detailed inspections of separate schools was 545, being 31 more than in the previous year. Six schools were examined in detail a second time, and 40 second inspections were made. Sixty-six schools—10 State and 56 Provisional—received no inspection.

79. In addition to the inspections recorded in the preceding paragraph, 38 Roman Catholic schools were examined once in detail, copies of the reports in full being sent to the head of the Diocese. Three schools not under the Department—Bowen House, Brisbane, the High School, Mackay, and Eton (near Brisbane)—were similarly examined.

80. The annual general reports of the inspectors are appended.

### EXPENDITURE.

81. The expenditure on Primary Education during the year 1890 was £219,089 15s. 7d. The expenditure on Grammar School and University Education was £13,173 2s. The expenditure on Technical Education, the Museum, and Pharmacy was £4,011 3s. The details of the expenditure are given in Table K, appended to this Report. <sup>Primary, Secondary, and Technical Education.</sup>

82. In the following tabular statement the gross expenditure in 1890 is compared with that in the year 1889:— <sup>Compared with 1889.</sup>

Branches of Expenditure.	1890.			1889.			Increase in 1890.		
	£	s.	d.	£	s.	d.	£	s.	d.
1. Primary Education ... ..	219,089	15	7	208,747	8	2	10,342	7	5
2. Grammar School Scholarships and Exhibitions to Universities	3,173	2	0	2,962	0	0	211	2	0
3. Endowments to Grammar Schools ... ..	10,000	0	0	9,450	0	0	550	0	0
4. The Museum, Technical Education, and Pharmacy ...	4,011	3	0	3,816	1	3	195	1	9
	236,274	0	7	224,975	9	5	11,298	11	2

A more detailed comparison of the expenditure on Primary Education alone in 1890 with that in 1889 gives the following results:— <sup>Items showing Increase or Decrease.</sup>

Increase in 1890.				Decrease in 1890.			
	£	s.	d.		£	s.	d.
1. Salaries in State Schools ... ..	6,858	16	3	1. Department ... ..	772	14	5
2. Capitation Allowance in State Schools ...	2,032	9	4	2. Instruction of Pupil-Teachers ... ..	344	1	8
3. Buildings, Repairs, &c., in State Schools...	1,533	15	6	3. Travelling Expenses of Teachers ... ..	253	0	7
4. Salaries and Requisites in Provisional Schools ... ..	1,412	15	2	4. School Requisites ... ..	218	7	2
5. Drill Instruction ... ..	155	10	3	5. Supervision—Buildings ... ..	147	12	3
6. Resumption of Land at Charters Towers...	140	0	0	6. Incidental Expenditure in State Schools	51	3	2
7. Drawing Instruction ... ..	37	10	0	7. Advertising ... ..	48	19	3
8. Inspection ... ..	30	5	9	8. Allowances for Rent—State Schools ...	22	16	10
Total ... ..	£12,201	2	9	Total ... ..	£1,858	15	4
Deduct Decrease ... ..	£1,858	15	4				
Net Increase ... ..	£10,342	7	5				

83. Of £219,089 15s. 7d., the total cost of primary education, £196,684 11s. 11d. must be charged to State schools, and £22,405 3s. 8d. to Provisional schools. <sup>Cost of State and of Provisional schools.</sup>

84. Of the State school expenditure £39,056 11s. 3d., or nearly 20 per cent. <sup>On buildings</sup> of the whole, is for buildings and furniture.

85. The local subscriptions received towards the erection, extension, <sup>or</sup> <sup>Local</sup> improvement of school buildings amounted to £3,397 6s. 9d., or less than one-tenth <sup>subscriptions.</sup> of the whole expenditure on buildings and furniture.

B

86. The



Administration.

86. The cost of administration was £4,326 5s. 9d., or less than 2 per cent. of the expenditure on primary, secondary, and university education.

Inspection.

87. The cost of inspection was £6,727 10s. 11d., or a little over 3 per cent. of the cost of primary education alone.

Cost per head in State schools.

88. In State schools the average cost per head during the fifteen years ending 31st December, 1890, was as follows:—

(A) INCLUDING THE TOTAL EXPENDITURE FOR THE YEAR IN CONNECTION WITH STATE SCHOOLS.				(B) INCLUDING TEACHERS' SALARIES AND ALLOWANCES AND INCIDENTAL EXPENDITURE ONLY.		
Year.	Based on the Annual Enrolment.	Based on the Mean Quarterly Enrolment.	Based on the Average Daily Attendance.	Based on the Annual Enrolment.	Based on the Mean Quarterly Enrolment.	Based on the Average Daily Attendance.
	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.
1876	2 11 10	3 4 10	5 3 4	1 17 11	2 10 8	4 0 8
1877	2 14 8½	3 13 1	5 6 7½	1 17 11½	2 10 8½	3 13 11½
1878	2 15 8½	3 14 2½	5 9 3	1 19 2½	2 12 3½	3 16 11½
1879	2 15 7½	3 12 11½	5 8 0½	2 2 4½	2 15 6½	4 2 3
1880	2 17 1½	3 13 8½	5 4 3½	2 3 8½	2 16 4½	3 19 9½
1881	2 15 10	3 13 1½	5 4 0	2 3 2½	2 16 7	4 0 6½
1882	2 15 4½	3 13 0½	5 7 8½	2 2 9½	2 16 5½	4 3 3½
1883	2 18 3½	3 18 2	5 11 9½	1 19 7½	2 13 0	3 15 10
1884	2 19 2½	3 18 3½	5 12 2½	1 19 5	2 12 1½	3 14 8½
1885	3 3 6½	4 3 6½	5 18 1½	2 4 8½	2 18 8½	4 3 0½
1886	3 2 7½	4 1 10	5 15 4½	2 4 7½	2 17 11½	4 2 2½
1887	3 1 3½	3 19 9½	5 11 8	2 4 7½	2 18 1½	4 1 4½
1888	2 17 2½	3 13 7	5 0 9½	2 4 9½	2 17 8½	3 18 10½
1889	2 19 10	3 17 0½	5 6 6	2 4 3½	2 17 2½	3 18 10½
1890	3 1 11	3 19 3½	5 11 10	2 6 3½	2 19 3	4 3 6½

Cost per head in Provisional schools.

89. In Provisional schools the average cost per head during the fifteen years ending 31st December, 1890, was as follows:—

Year.	Based on the Annual Enrolment.	Based on the Mean Quarterly Enrolment.	Based on the Average Daily Attendance.	Year.	Based on the Annual Enrolment.	Based on the Mean Quarterly Enrolment.	Based on the Average Daily Attendance.
	£ s. d.	£ s. d.	£ s. d.		£ s. d.	£ s. d.	£ s. d.
1876	1 11 4	2 3 4	3 8 3	1884	1 19 8½	2 10 5½	3 12 4½
1877	1 16 9	2 4 7½	3 4 8	1885	2 5 4½	2 17 5	4 2 2½
1878	2 1 1½	2 9 11	3 12 1½	1886	2 6 9½	2 16 3½	4 0 0½
1879	2 4 4½	2 16 4	4 4 2½	1887	2 6 2	2 15 1	3 16 10½
1880	2 1 1½	2 11 4½	3 12 7½	1888	2 7 8½	2 16 10½	3 17 4½
1881	2 3 6½	2 13 11½	3 17 1½	1889	2 7 1	2 17 10	4 0 7½
1882	2 0 2½	2 10 10½	3 13 2½	1890	2 5 11½	2 15 9	3 19 1½
1883	1 18 0	2 8 3½	3 9 9				

Cost per head in all schools based on average attendance.

90. For all schools—State and Provisional—the total expenditure on primary education, £219,089 5s. 7d. (par. 81), divided by the *average daily attendance*, 40,836 (par. 43), gives £5 7s. 3½d. as the average cost of each pupil all over the Service. In 1889 it was £5 3s. 2d., in 1888 £4 17s. 11½d., in 1887 £5 7s. 6½d., in 1886 £5 11s. 5d., in 1885 £5 14s. 1½d., and in 1884 £5 7s. 8½d.

Cost per head based on net enrolment.

91. For all schools—State and Provisional—the total expenditure on primary education, £219,089 15s. 7d. (par. 81), divided by the *net enrolment*, 64,563 (par. 41), gives £3 7s. 10½d. as the average cost of each child who claimed the right to instruction during the year 1890. In 1889 it was £3 6s. 11½d., in 1888 it was £3 4s. 10½d., in 1887 it was £3 8s. 11½d., in 1886 it was £3 11s. 5½d., and in 1885 it was £3 10s. 7½d.

Value of school property.

92. The value of the school property of the Department at the end of the 1890, exclusive of the value of sites granted by the Government, was estimated at £330,927 7s. 10d. If the interest on this sum is added to the actual expenditure for the year, the figures given above as the expenditure on primary education will be proportionately increased.

## GRAMMAR SCHOOL SCHOLARSHIPS.

Competitors in 1890.

93. At the annual examinations held in December, 1890, fifty-five schools, including two private schools, sent up 150 boys to compete for scholarships to the Boys' Grammar Schools: of these 50 were successful. At the same examination thirty-seven

thirty-seven schools presented 71 girls to compete for scholarships to the Girls' Grammar Schools; and of these 21 were successful. In the tabular summary following, the numbers for 1890 are compared with those for 1889:—

COMPETITORS.	1890.			1889.		
	Boys.	Girls.	Total.	Boys.	Girls.	Total.
Number of schools competing ...	55	37	92	60	24	84
" pupils " ...	150	71	221	150	35	185
" schools successful ...	23	18	41	27	8	35
" pupils " ...	50	21	71	48	9	57

94. The total number of State scholars attending Grammar Schools during the last quarter of the year was 147—viz., 127 boys and 20 girls. In the tabular summary following, the numbers for 1890 are compared with those for 1889:—

GRAMMAR SCHOOL.	NO. OF STATE SCHOLARS ATTENDING IN LAST QUARTER.	
	1890.	1889.
Ipswich (Boys) ...	11	8
Brisbane (Boys) ...	86	78
Toowoomba (Boys) ...	10	5
Rockhampton (Boys) ...	4	4
Maryborough (Boys) ...	15	10
Townsville (Boys) ...	1	0
Total (Boys) ...	127	105
Brisbane (Girls) ...	18	18
Maryborough (Girls) ...	2	0
Total Number of State Scholars ...	147	123

The quarterly reports on the conduct and progress of the State scholars in the Grammar Schools were satisfactory. From the half-yearly list of the Brisbane Boys' Grammar School, showing the order of the school and the pupils who obtained honours and prizes in December, 1890, we gather the following facts respecting the State scholars:—Forming about one-third of the whole school in point of numbers (75 out of 229) they obtained nearly one-half of the marks of distinction in the December examination, 1890, and also took 37 of the 71 prizes, including the Gold and Silver Lilley Medals, the Bowen Prize, and Sir James Cockle's Prize.

95. The Honour list of the Brisbane Boys' Grammar School (December, 1890) enables us to see how the State scholars stand with reference to the several branches of instruction. Bearing in mind that in point of numbers they amount to about one-third of the school, we note that—

In Latin	they took 30 honours out of 58 awarded.			
" Greek	" 12	"	" 17	"
" French	" 16	"	" 46	"
" German	" 23	"	" 31	"
" English	" 24	"	" 66	"
" Mathematics	" 23	"	" 51	"
" Science	" 18	"	" 43	"
" History	" 23	"	" 38	"
" Geography	" 22	"	" 47	"

## EXHIBITIONS TO UNIVERSITIES.

96. The usual examination for Exhibitions to Universities to be awarded to pupils of Grammar Schools was held in November, 1890, the examination papers having been prepared, as usual, by professors of the Sydney University. Nine candidates

candidates presented themselves—five from Brisbane, and four from Ipswich. The three competitors who headed the list were declared by the examiners to have shown sufficient merit to entitle them to the award of an exhibition, and the successful candidates proved to be pupils of the Brisbane Grammar School.

Table O.

97. Particulars of the university career of each of the holders of these exhibitions from the year 1878, when they were first established, to the present time, are given in Table O. It may be noted that of the thirty-nine exhibitions granted, twenty-seven, including the three in 1890, were gained by students who had previously won scholarships from the State schools.

98. The value of the exhibition is £100 per annum, tenable for three years while attending some approved university, and Parliament has hitherto made provision for granting exhibitions each year to the three competitors of highest merit, if declared by the examiners to have shown sufficient ability to entitle them to the award.

ORPHANAGES.

Report of  
Inspector of  
Orphanages.

99. The Inspector of Orphanages has furnished a separate report of the operations of the Department in connection with the State and Licensed Orphanages. At the end of the year there were 1,558 children under the control of the State, showing an increase of 188 over the returns for 1889, which may fairly be attributed to the present depressed and disturbed condition of the industries of the Colony. The increase in the expenditure is £630 16s. 9d.

100. The distribution of these children is shown in the following tabular statement :—

Orphanage.	Inmates.	Boarded Out.	Hired Out and Apprenticed.	Total.
Diamantina, Brisbane	121	322	120	566
St. Vincent's, Nudgee	361	24	84	469
Infants' Home, Brisbane	5	...	...	5
Rockhampton	89	12	35	136
Meteor Park (near Stanwell, Central Railway)	196	...	42	238
Townsville	114	1	29	144
TOTAL	889	359	310	1,558

INSTRUCTION OF THE DEAF, DUMB, AND BLIND.

Children in  
Sydney  
Institution.

101. At the end of the year 1890 there were thirteen Queensland children in the Sydney Institution for the Deaf and Dumb and the Blind. Towards the cost of their education and training the Department contributed £432. In the previous year the number of children was twelve, and the Department's contribution was £465.

THE MUSEUM.

Synopsis of  
Trustees' Report.

102. From the Annual Report of the Trustees of the Queensland Museum I learn that the number of visitors during the year 1890 was 85,215—viz., on week days 62,641, and on Sundays 22,574. This is a decrease of over 2,000 on the number recorded for the previous year. The total expenditure on the Institution was £2,679 10s. 9d., showing an increase of £113 9s. 6d. on the expenditure in the preceding year. (See Table K.)

103. The Trustees report that the condition and arrangement of the contents of the Museum are as satisfactory as possible considering the too limited space and the narrow means at their disposal.

104. The proposed erection of a new Museum has been indefinitely postponed owing to financial considerations.

APPENDICES.



## APPENDICES.

105. The tables which follow this Report show in detail the operations of the <sup>Reports and</sup> Department during the year. <sub>Notes.</sub>

The following is a list of the Appendices :—

Report of the General Inspector.

Reports of the District Inspectors.

Examination papers given in December, 1890, to candidates for Grammar School Scholarships, and to teachers and pupil-teachers of all grades.

Notes by the Examiners on the answers to the questions given in the Examination papers, December, 1890.

Examination papers given to competitors for Exhibitions to Universities in November, 1890.

[L.S.]

W. O. HODGKINSON.

Department of Public Instruction,  
1st June, 1891.

STATISTICAL TABLES.  
Table A.

COMPARATIVE VIEW OF PRIMARY SCHOOL OPERATIONS during FIFTEEN successive YEARS, 1876-90.

YEAR.	NUMBER OF INSTRUCTORS.					ANNUAL ENROLLMENT.			MEAN QUARTERLY ENROLLMENT.			AVERAGE DAILY ATTENDANCE.						EXPENDITURE.											
	TEACHERS.					PUPIL TEACHERS.		TOTAL INSTRUCTORS.	Boys.	Girls.	Total.	Boys.	Girls.	Total.	PERCENTAGE OF THIS ANNUAL ENROLLMENT.			PERCENTAGE OF THE MEAN QUARTERLY ENROLLMENT.			SALARIES AND ALLOWANCES.	BUILDING, FURNISHING, REPAIRS, AND REPAIRS.							
	Masters.	Males.		Females.		Boys.	Girls.								Total.	Boys.	Girls.	Total.	Boys.	Girls.			Total.	Boys.	Girls.	Total.			
		Assis- tants.	Mis- traces.	Asis- tants.	Pe- males.																								
1876 ..	262	212	67	48	114	81	168	680	18,850	17,421	36,271	14,162	13,061	27,223	9,988	8,247	18,245	53.04	47.34	50.30	72.18	64.56	68.52	62,658	17	0	7,091	16	2
1877 ..	286	220	71	49	142	100	194	776	19,952	18,694	38,646	15,023	13,977	29,000	10,501	9,444	19,945	52.63	50.52	51.61	69.90	67.57	68.80	69,197	19	8	17,876	9	9
1878 ..	305	235	74	61	135	133	230	868	20,840	19,821	40,661	15,756	15,001	30,757	10,983	10,011	20,994	52.70	50.51	51.63	69.71	66.74	68.23	76,015	1	9	17,182	2	6
1879 ..	319	252	74	64	152	152	230	924	21,861	19,519	41,380	16,527	15,184	31,711	11,340	10,078	21,418	51.84	51.63	51.76	69.22	66.37	67.54	82,701	13	8	13,638	18	11
1880 ..	345	275	74	70	160	168	242	989	22,623	20,683	43,305	17,255	16,255	33,510	12,431	11,387	23,818	51.95	55.06	55.00	72.04	70.52	71.08	89,546	3	10	15,374	0	0
1881 ..	341	283	71	58	166	141	203	922	21,517	18,772	40,289	16,370	14,588	30,958	11,616	10,136	21,752	53.99	53.94	53.96	70.96	69.49	70.26	86,504	2	4	13,605	7	
1882 ..	366	285	68	81	171	127	203	935	22,251	19,458	41,709	16,751	15,027	31,778	11,513	10,067	21,610	51.88	51.74	51.81	71.02	69.03	70.08	86,891	5	1	13,555	11	
1883 ..	387	292	79	95	206	139	216	1,027	24,520	21,733	46,253	18,253	16,474	34,727	12,869	11,378	24,247	52.46	52.35	52.41	70.50	69.06	69.82	90,153	19	9	29,448	2	1
1884 ..	424	321	98	102	211	143	286	1,161	27,678	24,878	52,556	20,891	19,034	39,925	14,793	13,070	27,863	53.41	52.51	53.01	70.81	68.66	69.79	102,320	6	3	36,940	9	4
1885 ..	447	333	108	113	246	163	302	1,285	28,899	26,911	55,810	22,285	20,358	42,643	16,007	14,110	30,117	55.29	52.51	54.00	71.82	69.30	70.62	122,874	1	0	32,504	8	8
1886 ..	479	358	111	122	252	172	368	1,383	30,902	28,087	58,989	23,860	21,901	45,761	17,135	15,115	32,250	55.15	53.91	54.71	71.81	69.01	70.25	130,348	15	3	31,450	1	6
1887 ..	527	387	123	137	278	170	384	1,479	33,650	30,054	63,704	25,961	23,467	49,418	19,155	16,164	35,319	56.92	53.78	55.44	73.78	68.91	71.47	141,169	0	6	36,824	9	2
1888 ..	552	396	140	154	299	159	348	1,486	35,635	32,283	67,918	27,676	25,593	53,269	20,585	18,341	38,926	58.04	56.81	57.31	74.37	71.66	73.07	151,890	10	6	24,158	7	8
1889 ..	584	422	145	158	332	135	305	1,497	37,581	34,106	71,687	29,078	26,782	55,860	21,390	19,082	40,472	57.18	55.95	56.46	73.55	71.25	72.45	157,614	2	4	32,219	4	4
1890 ..	621	446	158	173	353	122	277	1,539	38,731	34,544	73,275	30,193	27,447	57,640	21,712	19,124	40,836	56.05	55.86	55.72	71.24	69.67	70.84	167,138	17	10	35,480	16	8

Table B.  
SCHOOLS IN OPERATION, 1890.

	AT THE BEGINNING OF THE YEAR.			SOMETIME DURING THE YEAR.			AT THE CLOSE OF THE YEAR.		
	1889.	1890.	Increase in 1890.	1889.	1890.	Increase in 1890.	1889.	1890.	Increase in 1890.
State Schools ... ..	307	321	14	320	332	12	319	326	7
Provisional Schools ... ..	237	255	18	261	286	25	257	272	15
Schools at Benevolent, Reformatory, and Penal Establishments...	3	3	...	3	3	...	3	3	...
TOTALS	547	579	32	584	621	37	547	601	22

NOTES:—

1. State Schools were opened at Breakfast Creek (Brisbane), Croydon, Gowrie, Little Plain, Little Cabbage-tree Creek (Brisbane), and Urangan. State Schools superseded Provisional Schools at Craiglie, Emu Park, Gin Gin, Gomorron, Irvinebank, Mount Albion, Mount Kent, Terror's Creek, and Thornton. The school for girl and infants at Kangaroo Point and the school for girls and infants at Gympie, One-Mile, were divided, each into two departments—one for girls and one for infants. The State Schools at Ayr, Gatton, Geraldton, Loganholme, Owanilla, and Wivenhoe, were reduced to the status of Provisional Schools.

2. Provisional Schools were opened at Airdale, Alton Downs, Branch Creek, Burpengary, Cania, Carney's Creek, Chamner's Flat, Coleville, Coorran, Darlington, Deep Gully, Dunellan, Durlham, Jimboomba, Kirk River, Mary River Heads, Monkey Waterholes, Mount Kerwah, Mount Leyshon, Mount Shamrock, Munna Creek, Pikedale No. 1, Pikedale No. 2, and Woodstock. A Provisional School was reopened at Nearnlie. The schools at Ayr, Belmont, Bundamba (Upper), Cleveland (West), Gatton, Geraldton, Loganholme, Owanilla, and Wivenhoe, are now worked as Provisional Schools. The Provisional Schools at Acrobat Creek, Calliope River, Cape Howling Green, Gin Gin, Gomorron, Irvinebank, Isistown, Mooloolah Bridge, Norwell, Ranges Bridge, Rishton, Terror's Creek, Thornton, and Young, were closed.



## LIST OF STATE SCHOOLS, with the ATTENDANCE

SCHOOLS.			ATTENDANCE, 1890.									Annual Enr.		
			Annual Enrolment.			Mean Quarterly Enrolment.			Average Daily Attendance.					
			Boys.	Girls.	Total.	Boys.	Girls.	Total.	Boys.	Girls.	Total.			Boys.
STATE SCHOOLS.														
1. Albany Creek	...	...	...	30	20	50	24	17	41	16	12	28	28	18
2. Alberton	...	...	...	32	30	62	26	25	51	18	16	34	25	27
3. Alfred	...	...	...	27	36	63	23	32	55	18	25	43	29	31
4. Allora	...	...	...	120	102	222	105	87	192	80	66	146	113	107
5. Alsatia	...	...	...	57	56	113	45	45	90	32	30	62	50	54
6. Aramac	...	...	...	30	26	56	19	20	39	11	14	25	30	28
7. Ashgrove	...	...	...	38	37	75	29	28	57	18	15	33	43	41
8. Ashwell	...	...	...	71	43	114	62	37	99	43	25	68	73	46
9. Ayr	...	...	...	10	13	23	10	13	23	7	10	17	25	11
10. Bald Hills	...	...	...	48	53	101	37	41	81	25	28	53	39	54
11. Banana	...	...	...	19	20	39	16	18	34	14	16	30	20	11
12. Barcaldine	...	...	...	127	163	290	103	131	234	81	107	191	127	164
13. Barolin	...	...	...	28	23	51	25	20	45	16	14	30	31	31
14. Beaudesert	...	...	...	57	46	103	46	40	86	35	29	64	44	51
15. Beenleigh	...	...	...	159	163	322	131	142	276	94	94	188	164	168
16. Biarra	...	...	...	27	18	45	26	16	42	20	12	32	35	28
17. Blackall	...	...	...	86	102	188	71	92	163	51	70	124	98	88
18. Blackstone	...	...	...	93	81	174	77	63	140	55	41	96	83	81
19. Blenheim	...	...	...	47	43	90	34	27	61	22	15	37	48	41
20. Bogantungan	...	...	...	25	39	64	23	35	58	15	23	38	25	31
21. Bowen—Boys	...	...	...	101	...	101	86	...	86	66	...	66	97	...
22. " Girls and Infants	...	...	...	46	163	209	34	131	165	26	100	126	28	121
BRISBANE—														
23. Bowen Bridge Road	...	...	...	527	518	1,045	387	390	777	268	255	523	577	594
24. Breakfast Creek	...	...	...	142	150	292	125	131	256	82	87	169	...	...
25. Central—Boys	...	...	...	1,483	...	1,483	1,119	...	1,119	852	...	852	1,426	...
26. " Girls	...	...	...	...	906	906	...	675	675	...	459	459	...	857
27. " Infants	...	...	...	343	355	698	229	243	472	158	156	314	332	368
28. Diamantina Orphanage—Girls and Infants	...	...	...	48	44	112	36	21	57	23	13	36	78	28
29. Fortitude Valley—Boys	...	...	...	666	...	666	486	...	486	358	...	358	663	...
30. " Girls	...	...	...	...	458	458	...	339	339	...	228	228	...	463
31. " Infants	...	...	...	427	500	927	303	363	666	198	229	427	404	456
32. Ithaca Creek	...	...	...	303	306	609	202	206	408	138	127	265	255	273
33. Kangaroo Point—Boys	...	...	...	430	...	430	315	...	315	239	...	239	388	...
34. " Girls	...	...	...	...	406	406	...	301	301	...	206	206	...	...
35. " Infants	...	...	...	262	271	533	166	181	347	107	108	215	...	...
36. Kelvin Grove Road—Boys	...	...	...	282	...	282	214	...	214	159	...	159	269	...
37. " Girls and Infants	...	...	...	197	402	599	134	314	448	94	224	318	172	368
38. Leichhardt street—Boys	...	...	...	299	...	299	282	...	282	207	...	207	397	...
39. " Girls	...	...	...	...	368	368	...	290	290	...	214	214	...	363
40. " Infants	...	...	...	286	315	601	202	224	426	143	157	300	319	368
41. Milton	...	...	...	329	329	658	242	236	478	166	151	317	273	268
42. Petrie Terrace—Boys	...	...	...	366	...	366	269	...	269	200	...	200	400	...
43. " Girls and Infants	...	...	...	206	488	694	158	372	530	111	258	369	220	489
44. South Brisbane—Boys	...	...	...	412	...	412	280	...	280	195	...	195	408	...
45. " Girls and Infants	...	...	...	213	616	829	136	426	562	93	286	379	227	565
46. Toowong	...	...	...	300	312	612	234	239	473	155	151	306	337	346
47. West End—Boys	...	...	...	305	...	305	215	...	215	148	...	148	290	...
48. " Girls	...	...	...	...	222	222	...	165	165	...	117	117	...	244
49. " Infants	...	...	...	261	260	521	196	191	387	133	128	261	265	294
50. Woolloongabba—Boys	...	...	...	449	...	449	322	...	322	229	...	229	446	...
51. " Girls and Infants	...	...	...	278	703	981	187	508	695	127	336	463	276	701
52. Brookfield	...	...	...	58	50	108	51	47	98	37	19	66	55	86
53. Buderum Mountain	...	...	...	36	23	59	30	19	49	22	15	37	34	18
54. Bulimba	...	...	...	204	160	364	163	136	299	114	97	211	164	196
55. Bundaberg, East	...	...	...	140	111	251	111	85	196	87	60	147	146	117
56. " North	...	...	...	129	115	244	90	85	175	67	61	128	118	150
57. " South—Boys	...	...	...	367	...	367	258	...	258	206	...	206	319	...
58. " Girls and Infants	...	...	...	186	435	621	123	337	460	85	251	336	169	389
59. Bundamba, Lower	...	...	...	168	158	326	131	139	270	98	95	193	175	177
60. Bunya	...	...	...	13	14	27	11	13	24	8	9	17	16	17
61. Burketown	...	...	...	17	16	33	12	13	25	8	10	18	19	20
62. Burnett Heads	...	...	...	37	37	74	31	25	56	22	16	38	36	37
63. Burnside	...	...	...	45	39	84	35	33	68	20	18	38	43	47
64. Caboolture, North	...	...	...	81	71	152	51	44	95	36	30	66	50	45
65. " South	...	...	...	33	24	57	24	20	44	16	14	30	96	78
66. Cairns	...	...	...	168	136	304	115	95	210	84	70	154	183	154
67. Calliope	...	...	...	37	41	78	35	37	72	26	26	52	42	48
68. Camp Flat	...	...	...	15	27	42	15	25	40	10	18	28	16	29
69. Cardwell	...	...	...	31	24	55	25	21	46	18	15	33	30	24
70. Cattle Creek	...	...	...	19	28	47	15	23	38	10	15	25	22	26
71. Cawarral	...	...	...	52	56	108	47	48	95	37	37	74	56	56
72. Cedar Creek	...	...	...	19	15	34	14	11	25	11	8	19	20	18

## ED, and COST of MAINTENANCE during 1890.

Quarterly Enrollment.		Average Daily Attendance.				Teachers.				Pupil Teachers.		Total.	Salaries and Allowances.	Building, Furnishing, and Repairs.	Remarks.		
Girls.	Total.	Boys.	Girls.	Total.	Males.	Assistant.	Mistresses.	Assistant.	Males.	Females.							
14	38	16	10	26	1	...	...	...	...	...	1	£	s.	d.	£	s.	d.
24	46	15	14	29	1	...	...	...	...	...	1	120	6	0			
31	54	16	23	39	1	...	...	...	1	...	2	190	0	0	17	8	0
99	199	76	75	151	1	...	...	...	1	...	4	170	10	6			
43	83	29	28	57	1	...	...	...	...	1	2	465	16	6	4	12	6
20	46	18	14	32	1	...	...	...	...	...	2	273	8	10			
31	63	20	18	38	1	...	...	...	...	...	1	200	6	0	93	3	6
39	99	42	27	69	1	1	...	...	...	1	3	167	12	8	18	0	0
15	36	15	12	27	1	...	...	...	...	...	1	395	1	11	13	0	0
46	78	21	28	49	1	...	...	...	...	...	2	46	1	6	...		
15	32	14	14	28	1	...	...	...	...	...	1	219	6	2	3	17	0
122	223	79	96	175	1	2	...	...	1	...	6	178	6	0			
20	46	18	15	33	1	...	...	...	...	...	1	893	15	11	8	10	0
37	75	29	25	54	1	...	...	...	...	...	3	159	6	0			
132	269	94	86	180	1	...	...	...	5	...	7	267	9	11	142	14	0
18	44	21	14	35	1	...	...	...	...	...	1	744	4	1			
87	157	52	67	119	1	1	...	...	1	...	5	150	10	11	3	10	0
68	136	54	50	104	1	...	...	...	1	...	3	520	6	9	9	13	0
35	72	26	22	48	1	...	...	...	...	...	2	422	1	3	91	10	0
33	58	16	23	39	1	...	...	...	...	...	1	233	19	7	5	2	6
...	79	61	...	61	1	1	...	...	...	...	2	273	16	9			
117	142	18	90	108	...	...	1	...	...	...	5	710	0	6	18	1	0
403	797	265	261	526	1	2	...	...	7	3	18	2,004	7	5	114	1	0
...	...	...	...	...	1	2	...	...	2	...	5	432	6	11	1,421	7	0
...	1,045	815	...	815	1	22	...	...	...	...	23						
628	628	...	443	443	...	...	1	...	14	...	15	6,363	11	2	306	7	10
237	465	160	152	312	...	...	1	...	3	...	11						
14	50	20	5	25	...	...	1	...	...	...	1	113	19	2			
...	482	353	...	353	1	7	...	...	...	...	12						
360	360	...	241	241	...	...	1	...	8	...	9	3,899	13	6	112	15	6
336	669	222	217	439	...	...	1	...	8	...	14						
196	379	127	125	252	1	2	...	...	2	1	10	1,093	11	1	45	12	0
...	276	206	...	206	1	2	...	...	...	5	8						
...	...	...	...	...	...	...	1	...	6	...	7	2,403	8	9	274	6	1
...	...	...	...	...	...	...	1	...	2	...	8						
...	207	156	...	156	1	4	...	...	...	...	5	1,713	16	9	706	11	1
312	441	93	216	309	...	...	1	...	6	...	11						
...	285	213	...	213	1	2	...	...	...	3	6						
280	280	...	213	213	...	...	1	...	5	...	6	2,568	7	1	257	14	0
253	467	149	177	326	...	...	1	...	3	...	11						
182	380	145	124	269	1	2	...	...	4	2	11	1,207	11	4	61	15	0
...	262	190	...	190	1	5	...	...	...	...	6						
358	508	104	254	358	...	...	1	...	7	...	12	2,127	17	10	114	0	0
...	274	200	...	200	1	3	...	...	1	2	7	2,331	13	2	48	16	6
425	573	101	286	387	...	...	1	...	10	...	12						
249	506	177	161	338	1	...	...	...	4	1	9	990	0	8	5	10	0
...	211	151	...	154	1	2	...	...	...	1	5						
169	169	...	121	121	...	...	1	...	3	...	4	2,033	17	2	290	13	6
204	392	134	143	277	...	...	1	...	6	...	10						
...	315	229	...	229	1	2	...	...	1	3	7	2,622	14	5	216	4	6
514	693	125	339	464	...	...	1	...	11	...	15						
49	100	35	33	68	1	...	...	...	...	...	2	289	15	3	2	0	0
17	45	21	14	35	1	...	...	...	...	...	1	203	12	6	1	12	0
129	287	116	94	210	1	1	...	...	2	1	7	916	1	7	101	5	0
86	198	82	60	142	1	...	...	...	3	1	5	608	9	3	0	5	0
93	195	81	70	151	1	...	...	...	2	1	5	540	19	11	3	15	6
...	257	196	...	196	1	3	...	...	...	2	7	1,627	14	9	2,476	17	1
309	429	89	231	320	...	...	1	...	3	...	10						
138	275	106	99	205	1	2	...	...	2	...	7	862	13	0	101	15	0
14	27	9	10	19	1	...	...	...	...	...	1	111	2	2			
14	30	13	11	24	1	...	...	...	...	...	1	294	12	2	137	17	6
27	57	21	18	39	1	...	...	...	...	...	1	183	6	0			
36	68	19	20	39	1	...	...	...	1	...	2	196	6	11	2	12	1
45	95	41	36	77	1	...	...	...	1	...	2	297	12	3	103	2	6
59	130	40	33	73	1	...	...	...	...	...	1	158	8	11	0	12	6
122	266	110	88	198	1	1	...	...	1	...	5	687	7	4	134	4	8
35	69	27	27	54	1	...	...	...	1	...	2	231	13	0	9	10	0
27	42	11	21	32	1	...	...	...	...	...	1	178	12	9	4	2	6
20	41	16	16	32	1	...	...	...	...	...	1	264	19	4	196	9	0
29	48	14	18	32	1	...	...	...	...	...	1	150	19	8	1	12	6
35	81	35	26	61	1	...	...	...	1	1	4	302	9	1	349	6	11
13	29	12	9	21	1	...	...	...	...	...	1	148	11	9	0	15	0

SCHOOLS.	ATTENDANCE, 1890.						
	Annual Enrollment.			Mean Quarterly Enrollment.			Average.
	Boys.	Girls.	Total.	Boys.	Girls.	Total.	
STATE SCHOOLS—continued.							
73. Charleville	108	114	222	87	88	175	132
74. Charters Towers—Boys	774	...	774	622	...	622	256
75. " Girls	...	561	561	...	469	469	108
76. " Infants	465	489	954	346	37	383	161
77. Chinchilla	53	40	93	41	...	41	43
78. Clermont	145	161	306	122	...	122	22
79. Cleveland, East	34	33	67	25	...	25	61
80. Clifton Colliery	38	41	79	27	...	27	41
81. " Homestead Area	17	17	34	1	...	1	50
82. Cometville	27	29	56	...	...	...	77
83. Condamine	16	16	32	...	...	...	80
84. Cooktown—Boys	146	...	146	...	...	...	81
85. " Girls and Infants	88	200	288	...	...	...	117
86. Coomera, Lower	26	26	52	...	...	...	42
87. " Upper	30	32	62	...	...	...	35
88. Cooper's Plains	53	43	96	...	...	...	17
89. Coorparua	372	283	655	...	...	...	34
90. Copperfield	14	22	36	...	...	...	59
91. Craigie	38	27	65	...	...	...	195
92. Crosshill	10	...	10	...	...	...	209
93. Crow's Nest	29	...	29	...	...	...	32
94. Croydon	104	...	104	...	...	...	13
95. Cunnamulla	51	...	51	...	...	...	28
96. Dalby—Boys	117	...	117	...	...	...	49
97. " Girls and Infants	...	...	...	...	...	...	30
98. Darkey Flat	...	...	...	...	...	...	17
99. Drayton	...	...	...	151	222	373	25
100. Dugandan	...	...	...	28	21	49	18
101. Eagle Farm	...	...	...	13	17	30	10
102. Ebenezer	...	...	...	46	37	83	36
103. Elliot	...	...	...	30	30	60	21
104. Emerald	...	...	...	38	35	73	21
105. Emu Creek	...	...	...	39	25	64	30
106. Emu Park	...	...	...	65	58	123	42
107. Emu Vale	...	...	...	46	53	99	38
108. Engelburg	...	...	...	135	58	193	47
109. Enoggera	...	...	...	207	76	283	51
110. Esk	...	...	...	80	29	109	19
111. Etton	...	...	...	81	29	110	25
112. Fernvale	...	...	...	82	49	131	38
113. Fig-tree Pocket	...	...	...	17	12	29	11
114. Freestone Creek, Lower	...	...	...	25	23	48	18
115. " Upper	...	...	...	110	38	148	24
116. Gatton	...	...	...	98	45	143	34
117. Gayndah	...	...	...	...	...	...	25
118. Gooma	...	...	...	...	...	...	59
119. Georgetown	...	...	...	...	...	...	195
120. Geraldton	...	...	...	...	...	...	419
121. German Station	...	...	...	...	...	...	74
122. Gin Gin	...	...	...	...	...	...	209
123. Gladstone	...	...	...	...	...	...	13
124. Glamorgan Vale	...	...	...	...	...	...	9
125. Glenace	...	...	...	...	...	...	18
126. Glenore	...	...	...	...	...	...	16
127. Glenvale	...	...	...	...	...	...	34
128. Gomeran	...	...	...	...	...	...	35
129. Goobarra	...	...	...	...	...	...	58
130. Goodna	...	...	...	...	...	...	59
131. Goombo	...	...	...	...	...	...	195
132. Goombi	...	...	...	...	...	...	419
133. Goon	...	...	...	...	...	...	74
134. Gow	...	...	...	...	...	...	209
135. Gwy	...	...	...	...	...	...	13
136. Gwy	...	...	...	...	...	...	9
137. Gwy	...	...	...	...	...	...	18
138. Gwy	...	...	...	...	...	...	16
139. Gwy	...	...	...	...	...	...	34
140. Gwy	...	...	...	...	...	...	72
141. Gwy	...	...	...	...	...	...	524
142. Gwy	...	...	...	...	...	...	179
143. Gwy	...	...	...	...	...	...	161
144. Gwy	...	...	...	...	...	...	176
145. Gwy	...	...	...	...	...	...	94
146. Gwy	...	...	...	...	...	...	48
147. Gwy	...	...	...	...	...	...	109
148. Gwy	...	...	...	...	...	...	231
149. Gwy	...	...	...	...	...	...	36
150. Gwy	...	...	...	...	...	...	56
151. Gwy	...	...	...	...	...	...	53
152. Gwy	...	...	...	...	...	...	40
153. Gwy	...	...	...	...	...	...	47
154. Gwy	...	...	...	...	...	...	162
155. Gwy	...	...	...	...	...	...	47
156. Gwy	...	...	...	...	...	...	55
157. Gwy	...	...	...	...	...	...	87
158. Gwy	...	...	...	...	...	...	13
159. Gwy	...	...	...	...	...	...	40
160. Gwy	...	...	...	...	...	...	56
161. Gwy	...	...	...	...	...	...	46
162. Gwy	...	...	...	...	...	...	91
163. Gwy	...	...	...	...	...	...	29



## LIST of STATE SCHOOLS, with the ATTENDANCE, &amp;c.

SCHOOLS.	ATTENDANCE, 1890.									Annual Enrolme	
	Annual Enrolment.			Mean Quarterly Enrolment.			Average Daily Attendance.				
	Boys.	Girls.	Total.	Boys.	Girls.	Total.	Boys.	Girls.	Total.	Boys.	Girls.
STATE SCHOOLS—continued.											
147. Harrison's Pocket ...	29	27	56	22	20	42	15	14	29	27	23
148. Harrisville ...	52	57	109	44	45	89	29	30	59	51	60
149. Hatton Vale ...	45	36	81	40	30	70	30	21	51	53	35
150. Hemmant... ..	49	53	102	39	41	80	28	25	53	43	37
151. Hendon ... ..	35	27	62	26	26	52	13	17	30	33	26
152. Herberton ... ..	116	121	237	90	106	196	64	82	146	86	115
153. Hermitage ... ..	30	23	53	27	22	49	22	16	38	34	25
154. Highfields ... ..	53	55	108	43	49	92	25	29	54	60	72
155. Homebush ... ..	38	28	66	27	24	51	19	15	34	26	23
156. Howard ... ..	111	109	220	96	86	182	78	65	143	102	92
157. Hughenden ... ..	106	141	247	79	102	181	57	73	130	108	114
158. Indooroopilly ...	146	115	261	120	90	210	85	56	141	126	81
159. Indooroopilly Pocket	38	43	81	29	36	65	23	28	51	40	39
160. Ingham ... ..	43	29	72	34	23	57	22	16	38	36	30
161. Inglewood ... ..	36	21	57	31	17	48	23	12	35	36	26
IPSWICH—											
162. East—Boys ... ..	217	...	217	178	...	178	131	...	131	221	...
163. Middle—Girls and Infants	119	493	612	86	375	461	62	266	328	134	460
164. Newtown ... ..	183	146	329	148	111	259	110	79	189	196	125
165. North—Boys ... ..	248	...	248	193	...	193	132	...	132	247	...
166. " Girls and Infants ...	145	312	457	100	264	364	71	185	256	129	296
167. West—Boys ... ..	195	...	195	144	...	144	108	...	108	199	...
168. " Girls and Infants ...	105	204	309	71	151	222	53	108	161	92	206
169. Irvinebank ... ..	28	23	51	28	21	49	25	18	43	...	...
170. Isisford ... ..	18	22	40	13	17	30	10	12	22	16	18
171. Jondaryn ... ..	56	45	101	46	37	83	36	25	61	56	37
172. Kalkie ... ..	51	46	97	30	30	60	21	20	41	52	55
173. Kamerunga ... ..	56	51	107	38	35	73	21	20	41	53	57
174. Kilkivan ... ..	55	35	90	39	25	64	30	20	50	29	20
175. Killarney ... ..	73	70	143	65	58	123	42	35	77	86	64
176. Kirchheim ... ..	49	57	106	46	53	99	38	42	80	51	53
177. Kolan, South ... ..	75	60	135	58	44	102	47	34	81	68	57
178. Laidley, North ... ..	93	114	207	76	98	174	51	66	117	75	102
179. " South ... ..	34	46	80	29	37	66	19	23	42	68	84
180. Leyburn ... ..	33	48	81	29	41	70	25	34	59	37	55
181. Little Cabbage-tree Creek	54	28	82	49	25	74	38	19	57	...	...
182. Loganholme ... ..	17	12	29	17	12	29	11	9	20	27	23
183. Lord John Swamp ... ..	27	28	55	25	23	48	18	13	31	29	28
184. Lowood ... ..	47	63	110	38	48	86	24	34	58	40	57
185. Lytton ... ..	53	45	98	45	35	80	34	25	59	57	41
186. Mackay—Boys ... ..	302	...	302	258	...	258	195	...	195	274	...
187. " Girls and Infants ...	147	344	491	111	308	419	74	209	283	94	280
188. " North ... ..	42	30	72	32	21	53	22	13	35	44	27
189. Maida Hill ... ..	14	15	29	13	15	28	8	9	17	21	23
190. Ma Ma Creek ... ..	38	33	71	29	26	55	18	16	34	44	36
191. Marburg ... ..	62	61	123	56	54	110	37	35	72	72	71
MARYBOROUGH—											
192. Albert ... ..	472	398	870	368	320	688	288	236	524	422	357
193. Central—Boys ... ..	284	...	284	224	...	224	179	...	179	302	...
194. " Girls ... ..	...	278	278	...	212	212	...	161	161	...	265
195. " Infants ... ..	168	158	326	124	113	237	94	82	176	162	165
196. East ... ..	82	67	149	68	55	123	50	44	94	101	74
197. St. Helen's ... ..	121	92	213	93	75	168	61	48	109	127	112
198. West ... ..	196	202	398	146	155	301	113	118	231	187	205
199. Maytown ... ..	20	37	57	18	30	48	14	22	36	20	31
200. Meringandan ... ..	42	49	91	39	42	81	28	28	56	59	56
201. Merritt's Creek ... ..	42	37	79	36	32	68	28	25	53	41	41
202. Milbong ... ..	33	36	69	28	29	57	20	20	40	43	39
203. Miles ... ..	31	34	65	26	32	58	21	26	47	21	30
204. Milchester ... ..	148	137	285	118	113	231	85	77	162	140	133
205. Milora ... ..	40	41	81	36	32	68	25	22	47	40	43
206. Minden ... ..	37	34	71	32	33	65	27	28	55	48	36
207. Mitchell ... ..	80	75	155	64	60	124	46	41	87	76	73
208. Moreton Island ... ..	10	11	21	6	10	16	5	8	13	8	12
209. Morven ... ..	20	26	46	20	25	45	17	23	40	24	27
210. Mount Albion ... ..	46	45	91	37	34	71	30	26	56	...	...
211. Mount Brisbane ... ..	34	33	67	30	29	59	24	22	46	34	33
212. Mount Gravatt ... ..	90	60	150	68	48	116	54	37	91	71	60
213. Mount Kent ... ..	29	29	58	27	23	50	17	12	29	...	...

C-continued.

EMPLOYED, and Cost of MAINTENANCE during 1890—continued.

AUG., 1890.						STAFF OF INSTRUCTORS, 1890.								EXPENDITURE 1890.						Remarks.
Mean Quarterly Enrolment.			Average Daily Attendance.			Teachers.				Pupil Teachers.		Total.	Salaries and Allowances.	Building, Furnishing, and Repairs.						
Boys.	Girls.	Total.	Boys.	Girls.	Total.	Males.		Females.		Males.	Females.									
						Masters.	Assistants.	Mistresses.	Assistants.											
25	18	43	21	14	35	1	...	...	...	...	...	1	£ 167	s. 16	d. 0	£ 1	s. 14	d. 6		
45	50	95	32	36	68	1	...	...	...	...	1	2	248	0	1	646	8	3		
47	30	77	35	23	58	1	...	...	...	...	1	2	239	16	0					
34	30	64	23	20	43	1	...	...	...	...	1	2	237	4	8	18	15	0		
30	21	51	17	13	30	1	...	...	...	...	1	2	212	17	8	13	0	10		
69	91	160	50	67	117	1	1	...	2	...	...	4	582	9	4	483	8	6		
23	21	49	21	16	37	1	...	...	...	...	1	2	193	17	9	94	13	6		
48	65	113	31	42	73	1	...	...	...	...	2	3	307	7	7	7	8	3		
16	17	33	17	18	35	1	...	...	...	...	...	1	146	0	3	50	0	0		
80	80	160	66	64	130	1	1	...	1	1	...	4	550	6	9	67	16	8		
77	80	157	54	55	109	1	...	...	1	1	2	5	506	6	8	26	10	0		
112	81	193	80	56	136	1	...	...	3	...	1	5	602	1	3	122	15	6		
24	27	51	16	19	35	1	...	...	...	...	1	2	196	1	0	72	3	0		
29	20	49	19	12	31	1	...	...	...	...	...	1	212	5	5	11	18	0		
28	21	49	19	15	34	1	...	...	...	...	...	1	204	11	0	7	15	0		
166	...	166	123	...	125	1	2	...	...	1	...	4	677	2	11	7	8	0		
101	370	471	68	268	336	...	...	1	7	...	3	11	1,119	8	10	20	3	6		
147	99	246	102	73	175	1	1	...	2	1	1	6	790	6	0	92	0	6		
207	...	207	150	...	150	1	1	...	...	2	...	4	...	...	...	...	...	...		
92	233	325	65	157	222	...	...	1	7	...	...	8	1,468	0	11	42	6	3		
187	...	157	122	...	122	1	2	...	...	1	...	4	...	...	...	...	...	...		
73	154	227	51	109	160	...	...	1	3	...	1	5	1,065	16	8	2	3	3		
...	...	...	...	...	...	1	...	...	...	...	1	2	84	3	5	947	1	0	Opened 1st Aug., 1890	
14	15	29	9	10	19	1	...	...	...	...	...	1	200	6	0	43	0	0		
41	30	71	31	22	53	1	...	...	...	...	1	2	229	0	9	41	10	9		
45	41	86	30	28	58	1	...	...	1	...	...	2	278	0	2	33	15	0		
48	49	95	32	29	61	1	1	...	...	...	...	2	361	5	1	...	...	...		
29	20	49	24	17	41	1	...	...	1	...	...	2	250	9	1	3	18	4		
72	57	129	50	38	88	1	1	...	...	1	1	4	429	11	2	34	13	6		
44	52	96	36	43	79	1	1	...	1	...	...	3	445	12	6	19	7	6		
60	46	106	50	36	86	1	...	...	1	1	...	3	367	11	11	116	10	10		
63	85	148	40	53	93	1	1	...	1	...	...	3	403	10	1	89	15	0		
45	52	97	28	29	57	1	...	...	...	...	1	2	258	6	1	50	16	6		
33	43	76	29	37	66	1	...	...	...	1	1	3	326	18	0	8	0	0		
...	...	...	...	...	...	1	...	...	...	1	...	2	159	8	4	893	2	0	Opened 7th Aug., 1890	
21	16	37	14	10	24	1	...	...	...	...	...	1	19	0	0	...	...	...	Closed 28th Feb., 1890	
24	21	45	18	14	32	1	...	...	...	1	...	2	265	6	0	...	...	...		
33	47	80	23	35	58	1	...	...	1	...	...	2	253	1	0	...	...	...		
44	32	76	34	24	58	1	...	...	...	...	1	2	227	6	0	239	0	0		
230	...	230	177	...	177	1	2	...	...	4	...	7	1,489	9	8	449	13	4		
94	273	367	69	197	266	...	...	1	6	...	3	10	207	16	10	12	0	0		
31	22	53	19	13	32	1	...	...	...	...	...	1	111	6	0	13	6	6		
17	18	35	11	12	23	...	...	1	...	...	...	1	204	3	0	46	17	3		
36	30	66	25	21	46	1	...	...	...	...	...	1	335	0	1	20	0	6		
61	61	122	44	41	85	1	...	...	...	1	1	3	...	...	...	...	...	...		
337	...	...	...	...	...	1	2	...	8	1	3	15	1,884	9	1	40	0	0		
241	303	640	266	231	497	1	2	...	...	4	...	7	...	...	...	...	...	...		
...	...	241	195	...	195	1	2	...	...	...	...	5	1,978	7	4	64	18	6		
110	215	215	...	164	164	...	...	1	1	...	3	6	...	...	...	...	...	...		
79	114	224	84	85	169	...	...	1	3	...	2	6	...	...	...	...	...	...		
99	58	137	60	46	106	1	...	...	...	...	1	4	451	7	5	70	10	0		
130	83	182	72	56	128	1	...	...	2	2	...	5	395	7	11	1	0	0		
19	143	273	104	114	218	1	1	...	3	...	2	7	851	8	5	38	17	6		
47	26	45	15	22	37	1	...	...	...	...	...	1	227	1	10	...	...	...		
34	47	94	33	31	64	1	...	...	...	1	1	3	321	10	1	38	7	6		
38	32	66	26	23	49	1	...	...	...	1	...	2	239	2	3	1	0	0		
22	33	71	28	25	53	1	...	...	...	...	1	2	206	16	0	5	10	0		
107	31	53	18	24	42	1	...	...	...	...	1	2	262	6	8	8	2	6		
35	110	217	80	85	165	1	2	...	...	...	2	5	613	6	0	26	0	0		
40	37	72	26	26	52	1	...	...	1	...	...	2	312	10	1	33	3	8		
64	31	71	35	27	62	1	...	...	1	...	...	2	287	7	11	1	10	0		
6	59	123	51	44	95	1	...	...	...	...	2	3	374	13	7	18	16	6		
21	11	17	5	9	14	...	...	1	...	...	...	1	96	6	0	...	...	...		
...	21	42	17	15	32	1	...	...	...	...	...	1	165	2	6	0	4	6		
31	...	...	...	...	...	1	1	...	...	...	...	2	285	5	0	86	1	9	Opened 20th Jan., 1890	
52	29	60	21	17	38	1	...	...	1	...	...	2	180	12	4	143	7	6		
...	47	99	39	35	74	1	...	...	1	1	...	3	382	15	1	8	0	0		
...	...	...	...	...	...	1	...	...	...	...	...	1	203	0	1	196	0	0	Opened 20th Jan., 1890	

## LIST OF STATE SCHOOLS, with the ATTENDANCE, &amp;

SCHOOLS.	ATTENDANCE, 1890.										
	Annual Enrolment.			Mean Quarterly Enrolment.			Average Daily Attendance.			Annual Enrol.	
	Boys.	Girls.	Total.	Boys.	Girls.	Total.	Boys.	Girls.	Total.	Boys.	Girls.
STATE SCHOOLS—continued.											
214. Mount Morgan ...	319	286	605	251	228	479	181	156	337	305	261
215. Mount Perry ...	98	90	188	85	74	159	66	58	124	97	109
216. Mount Walker ...	43	36	79	33	31	64	21	21	42	37	38
217. Munger ...	45	46	91	34	31	65	24	21	45	55	44
218. Murphy's Creek ...	30	22	52	28	21	49	22	16	38	44	22
219. Muttaborra ...	28	38	66	22	29	51	15	19	34	38	30
220. Myrtle ...	43	33	76	34	28	62	23	17	40	51	35
221. Nanango ...	52	42	94	42	31	73	34	23	57	46	36
222. Nerang ...	65	48	113	49	37	86	36	27	63	56	41
223. Normanby ...	45	36	81	37	28	65	26	19	45	42	30
224. Normanton ...	132	149	281	104	122	226	73	86	159	135	167
225. Nudgee ...	49	53	102	38	35	73	27	23	50	46	47
226. Oakley Creek ...	32	32	64	25	27	52	17	20	37	36	40
227. Owanilla ...	17	8	25	16	8	24	10	6	16	19	17
228. Oxley ...	50	58	108	43	42	85	34	32	66	65	52
229. Peak Mountain ...	54	52	106	43	44	87	30	31	61	46	51
230. Pialba ...	55	45	100	40	37	77	27	25	52	48	52
231. Pimpama ...	19	19	38	16	16	32	9	11	20	23	20
232. Pine Mountain ...	48	63	111	40	52	92	25	34	59	56	61
233. Pine River, North ...	77	50	127	64	42	106	45	26	71	78	58
234. Pittsworth ...	54	42	96	43	33	76	29	23	52	29	24
235. Plainland ...	44	29	73	38	25	63	27	17	44	42	30
236. Plainview ...	34	32	66	32	30	62	22	23	45	29	33
237. Port Douglas ...	74	64	138	59	50	109	48	39	87	63	68
238. Pullen Vale ...	27	19	46	23	18	41	17	10	27	29	20
239. Purga Creek ...	36	25	61	31	21	52	24	12	36	26	18
240. Ramsay ...	32	16	48	27	16	43	20	11	31	30	16
241. Ravenswood ...	221	160	381	184	138	322	137	101	238	222	168
242. Redbank ...	55	51	106	50	40	90	36	25	61	76	62
243. Redbank Plains ...	31	35	66	27	28	55	18	17	35	27	31
244. Redland Bay ...	30	43	73	26	36	62	18	24	42	32	42
245. Roadvale ...	34	22	56	33	22	55	23	16	39	25	14
ROCKHAMPTON—											
246. Allentown ...	279	277	556	172	162	334	124	107	231	236	260
247. Central—Boys ...	566	...	566	432	...	432	326	...	326	594	...
248. " Girls ...	...	480	480	...	379	379	...	270	270	...	443
249. " Infants ...	283	362	645	210	248	458	153	171	324	249	322
250. North—Boys ...	228	...	228	171	...	171	121	...	121	300	...
251. " Girls and Infants ...	95	272	367	69	212	281	48	147	195	102	341
252. Pink Lily Lagoon ...	35	30	65	32	27	59	21	16	37	42	42
253. Port Curtis Road ...	45	60	105	36	49	85	25	36	61	31	57
254. Rocklea ...	63	72	135	49	50	99	33	31	64	80	60
255. Roma ...	210	176	386	163	142	305	117	97	214	210	171
256. Rosevale ...	42	42	84	37	34	71	25	23	48	45	39
257. Rosewood ...	73	67	140	64	59	123	49	41	90	77	75
258. Sandgate ...	178	160	338	144	120	264	105	78	183	215	180
259. Sandy Creek ...	25	16	41	22	14	36	13	11	24	26	17
260. Seventeen-mile Rocks ...	19	19	38	17	15	32	11	10	21	17	17
261. Sherwood ...	89	82	171	71	72	143	51	52	103	92	74
262. Southbrook ...	47	27	74	39	21	60	28	14	42	47	26
263. Southport ...	133	97	230	95	76	171	65	51	116	126	88
264. Spring Creek ...	33	40	73	30	36	66	22	29	51	31	40
265. Springsure ...	62	60	122	50	47	97	38	33	71	67	67
266. Stafford ...	91	91	182	75	73	148	54	53	107	98	92
267. Stanthorpe ...	81	81	162	68	67	135	51	46	97	89	83
268. Stanwell ...	41	37	78	34	29	63	21	18	39	35	34
269. St. George ...	68	103	171	57	88	145	44	68	112	74	92
270. St. Lawrence ...	39	36	75	33	29	62	26	22	48	40	28
271. Sugarloaf ...	50	42	92	42	37	79	26	23	49	58	50
272. Surat ...	37	48	85	32	39	71	24	31	55	35	45
273. Swan Creek ...	67	39	106	58	37	95	40	28	68	65	47
274. Tallegubgera ...	27	22	49	25	20	45	18	14	32	31	22
275. Tallegalla ...	33	34	67	28	31	59	23	24	47	34	34
276. Tambo ...	66	58	124	55	50	105	35	31	66	67	56
277. Tantitha ...	26	27	53	21	23	44	14	17	31	25	27
278. Tarampa ...	49	39	88	44	35	79	30	22	52	42	39
279. Taroom ...	35	43	78	25	34	59	18	29	47	24	30
280. Te Kowai ...	56	55	111	43	42	85	32	30	62	48	38
281. Tent Hill, Lower ...	47	36	83	36	27	63	22	17	39	40	38



LIST of STATE SCHOOLS, with the ATTENDANCE, 1890.

ATTENDANCE, 1890.											
SCHOOLS.	Annual Enrolment.			Mean Quarterly Enrolment.			Average Daily Attendance.			Annual Enrols.	
	Boys.	Girls.	Total.	Boys.	Girls.	Total.	Boys.	Girls.	Total.	Boys.	Girls.
STATE SCHOOLS—continued.											
282. Terrors Creek ... ..	28	24	52	17	15	32	18	15	33	...	...
283. Teviotville ... ..	63	50	113	56	44	100	42	32	74	57	47
284. Tewanin ... ..	27	35	62	20	28	48	13	20	33	28	35
285. Thornton ... ..	39	20	59	36	17	53	24	11	35	...	...
286. Thursday Island ... ..	19	9	28	12	8	20	9	6	15	24	18
287. Tiara ... ..	100	97	197	88	84	172	67	58	125	103	107
288. Tinana ... ..	113	101	214	99	91	190	78	71	149	118	118
289. Tingalpa ... ..	30	25	55	26	20	46	19	14	33	35	29
290. Tivoli ... ..	45	56	101	37	45	82	25	28	53	52	63
291. Toolburra, South ... ..	17	13	30	15	11	26	10	7	17	23	18
TOOWOOMBA—											
292. East ... ..	264	207	471	227	178	405	162	120	282	289	211
293. Middle Ridge ... ..	118	97	215	98	86	184	77	66	143	112	107
294. North—Boys ... ..	259	...	259	203	...	203	149	...	149	226	...
295. " Girls and Infants ... ..	101	306	407	69	246	315	47	169	216	83	296
296. South—Boys ... ..	235	...	235	173	...	173	125	...	125	245	...
297. " Girls ... ..	...	179	179	...	138	138	...	99	99	...	185
298. " Infants ... ..	127	150	277	90	111	201	64	76	140	137	152
299. Torbaneloa ... ..	44	52	96	34	36	70	27	27	54	43	54
TOWNSVILLE—											
300. Mundingburrah ... ..	149	115	264	117	94	211	85	66	151	117	106
301. Ross Island ... ..	244	266	510	209	209	418	153	144	297	243	205
302. Townsville—Boys ... ..	211	...	211	160	...	160	119	...	119	253	...
303. " Girls and Infants ... ..	87	298	385	65	213	278	50	161	211	137	307
304. North ... ..	45	34	79	36	81	67	27	25	52	28	34
305. West ... ..	285	250	535	223	198	421	165	150	315	313	253
306. Tummarville ... ..	14	16	30	13	15	28	9	9	18	16	13
307. Umbiram ... ..	39	22	61	35	21	56	24	16	40	41	23
308. Urangan ... ..	24	24	48	24	24	48	21	21	42	...	...
309. Veresdale ... ..	28	28	56	25	24	49	16	17	33	33	33
310. Wallangarra ... ..	38	36	74	29	29	58	20	19	39	53	37
311. Walloon ... ..	41	57	98	33	49	82	23	34	57	47	63
312. Warner ... ..	42	40	82	37	36	73	23	19	42	50	40
313. Warra ... ..	33	17	50	30	13	43	24	9	33	40	17
314. Warrill Creek ... ..	30	30	60	23	26	49	16	18	34	23	34
WARWICK—											
315. East ... ..	131	84	215	107	61	168	82	45	127	132	77
316. West—Boys ... ..	195	...	195	163	...	163	133	...	133	199	...
317. " Girls and Infants ... ..	77	223	300	54	191	245	41	141	182	74	214
318. Waterford ... ..	77	49	126	69	45	114	52	28	80	85	65
319. Watsonville ... ..	22	18	40	18	16	34	12	13	25	19	18
320. Wellington Point ... ..	42	23	65	29	19	48	21	14	35	41	22
321. Westwood ... ..	56	48	104	47	39	86	34	27	61	60	54
322. Winton ... ..	58	47	105	48	36	84	34	26	60	64	52
323. Wivenhoe ... ..	15	11	26	14	10	24	9	7	16	11	18
324. Woodford ... ..	42	30	72	34	21	55	24	13	37	43	23
325. Woongarra ... ..	41	36	77	36	31	67	25	21	46	45	48
326. Yaamba ... ..	12	24	36	7	12	19	5	8	13	14	30
327. Yangan ... ..	55	59	114	48	50	98	33	37	70	57	56
328. Yengarie ... ..	67	59	126	58	44	102	44	30	74	76	59
329. Yeppoon ... ..	38	36	74	29	25	54	22	18	40	23	25
330. Yeronga ... ..	121	109	230	90	85	175	63	53	116	162	128
331. Yeulba ... ..	65	61	126	57	49	106	43	36	79	62	64
332. Zillmere ... ..	129	103	232	86	78	164	57	53	110	115	103
PROVISIONAL SCHOOLS.											
1. Acrobat Creek ... ..	21	40	61	10	23	33	7	15	22	35	39
2. Adavale ... ..	18	14	32	12	12	24	9	9	18	16	17
3. Airdale ... ..	16	8	24	16	8	24	14	5	19	...	...
4. Alpha ... ..	11	19	30	10	16	26	9	13	22	12	23
5. Alton Downs ... ..	22	12	34	19	12	31	9	7	16	...	...
6. Andromache ... ..	6	8	14	6	8	14	5	6	11	6	9
7. Apple-tree Creek ... ..	15	13	28	13	12	25	9	7	16	22	15
8. Arrilalah ... ..	9	13	22	9	10	19	7	8	15	6	6
9. Atkinson's Lagoon ... ..	21	18	39	16	12	28	10	8	18	13	11
10. Augathella ... ..	23	26	49	23	22	45	19	17	36	29	34
11. Ayr ... ..	27	23	50	16	17	33	11	12	23	...	...
12. Baffle Creek No. 1 ... ..	4	3	7	3	3	6	3	3	6	5	4
13. Baffle Creek No. 2 ... ..	2	5	7	2	5	7	2	4	6	2	6
14. Bajool ... ..	8	17	25	6	12	18	5	8	13	6	13

used.

ED, and COST of MAINTENANCE during 1890—continued.

B.					STAFF OF INSTRUCTORS, 1890.							EXPENDITURE, 1890.						Remarks
Quarterly Enrollment.		Average Daily Attendance.			Teachers.				Pupil Teachers.		Total.	Salaries and Allowances.	Building, Furnishing, and Repairs.					
					Males.		Females.		Males.	Females.								
Girls.	Total.	Boys.	Girls.	Total.	Masters.	Assistants.	Mistresses.	Assistants.			Males.	Females.	£	s.	d.	£	s.	
...	...	...	...	...	1	...	...	...	...	...	1	91	11	2	337	10	0	
45	103	45	35	80	1	...	...	1	...	1	3	270	10	1				
31	54	16	22	38	1	...	...	...	...	1	2	175	6	0				
...	...	...	...	...	1	...	...	...	...	...	1	84	12	1				
15	30	10	12	22	...	...	1	...	...	...	1	163	11	0	306	14	10	
88	168	63	68	129	1	1	...	...	1	2	5	531	12	4	149	0	3	
91	178	72	71	143	1	2	...	...	...	2	5	524	3	0	25	5	6	
23	51	19	16	35	1	...	...	...	...	...	1	153	2	1	18	18	6	
49	93	29	31	60	1	...	...	...	1	...	2	276	19	9				
14	31	13	9	22	1	...	...	...	...	...	1	123	6	0	25	16	6	
...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	
181	402	172	130	302	1	2	...	5	1	1	10	1,258	3	8	624	18	5	
79	169	71	60	131	1	1	...	1	...	2	5	515	4	1	0	10	0	
...	184	145	...	145	1	2	...	...	2	...	5							
234	291	44	174	218	...	...	1	...	5	...	8	1,432	12	5	491	4	3	
...	178	134	...	134	...	3	...	...	...	...	4							
144	141	...	104	104	...	...	1	2	...	...	3	1,548	11	4	121	13	0	
114	219	80	88	166	...	...	1	4	...	...	5							
46	80	27	34	61	1	...	...	...	...	1	2	235	0	1	0	7	6	
...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	
81	165	63	61	124	1	1	...	1	...	2	5	601	13	2	853	9	0	
165	339	124	112	236	1	2	...	3	...	4	10	1,054	19	10	170	6	6	
...	180	135	...	135	1	3	...	...	...	...	4							
222	298	57	172	229	...	...	1	4	...	1	6	1,269	14	4	2,138	2	6	
29	51	16	24	40	1	...	...	...	...	1	2	247	14	4	39	10	0	
177	406	175	132	307	1	1	...	5	...	4	11	1,110	17	7	68	9	0	
13	29	11	7	18	1	...	...	...	...	...	1	100	10	5	10	5	0	
22	56	24	16	40	1	...	...	...	...	1	2	214	4	0	80	0	0	
...	...	...	...	...	1	...	...	...	...	...	1	51	5	2	705	15	10	
30	58	21	22	43	1	...	...	...	1	...	2	229	0	4	43	5	9	
29	66	28	16	44	1	...	...	...	...	1	2	223	19	6	58	0	1	
54	95	30	30	69	1	...	...	1	...	...	2	313	0	1	6	5	0	
33	75	29	20	49	1	...	...	...	...	1	2	229	6	0				
16	50	27	12	39	1	...	...	...	...	...	1	205	3	11	12	6	0	
26	44	13	14	27	1	...	...	...	...	...	1	159	11	0	4	4	0	
...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	
61	158	71	44	115	1	1	...	...	2	1	5	617	10	7	175	1	6	
...	159	135	...	135	1	3	...	...	...	...	4							
191	245	40	141	181	...	...	1	6	...	...	7	1,479	12	2	39	8	6	
54	124	54	34	88	1	...	...	...	1	1	3	344	3	8	49	2	6	
15	30	10	11	21	1	...	...	...	...	...	1	163	19	4	18	0	6	
20	50	21	15	36	1	...	...	...	...	...	1	190	1	3				
49	98	35	36	71	1	1	...	...	...	...	2	300	10	1	22	0	3	
37	84	36	28	64	1	1	...	...	...	...	2	441	13	10	2	14	0	
16	33	12	11	23	1	...	...	...	...	...	1	105	0	11	1	0	0	
21	56	22	13	35	...	...	1	...	...	1	2	184	13	10	1	5	0	
41	77	27	31	58	1	...	...	...	1	...	2	220	11	0	5	14	0	
19	28	6	15	21	...	...	1	...	...	...	1	85	6	0	0	18	8	
49	91	32	39	71	1	...	...	...	1	1	3	354	9	6	75	7	2	
47	114	57	36	93	1	...	...	...	1	2	4	404	6	1	0	5	0	
25	48	18	10	37	1	...	...	...	...	...	1	184	4	6	106	3	4	
97	217	79	60	139	1	1	...	2	...	...	4	551	19	1	31	14	0	
53	110	40	36	76	1	...	...	1	...	1	3	355	10	1	31	2	0	
86	176	63	61	124	1	...	...	...	...	1	2	448	19	5	0	5	0	
...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	
32	56	16	22	38	1	...	...	...	...	...	1	61	1	3	...	...	Closed 11th July, 1890	
11	22	7	8	15	...	...	1	...	...	...	1	85	15	4	...	...		
...	...	...	...	...	1	...	...	...	...	...	1	32	14	3	...	...	Opened 2nd Sep., 1890	
20	28	6	15	21	...	...	1	...	...	...	1	75	4	6	...	...		
...	...	...	...	...	...	...	1	...	...	...	1	49	5	6	...	...	Opened 10th Feb., 1890	
9	15	6	8	14	1	...	...	...	...	...	1	90	4	6				
12	29	10	8	18	1	...	...	...	...	...	1	62	6	6				
6	12	4	5	9	1	...	...	...	...	...	1	107	6	6				
10	21	9	8	17	1	...	...	...	...	...	1	80	11	1				
26	50	21	21	42	1	...	...	...	...	...	1	131	2	8				
...	...	...	...	...	1	...	...	...	...	...	1	73	11	2	0	18	0	
3	7	3	3	6	...	...	1	...	...	...	1	49	1	0			Opened 1st May, 1890	
6	8	2	6	8	...	...	...	...	...	...	1							
9	15	5	8	13	1	...	...	...	...	...	1	78	8	2				

C-continued.

EMPLOYED, and Cost of MAINTENANCE during 1890—continued.

1889, 1890.			STAFF OF INSTRUCTORS, 1890.											EXPENDITURE, 1890.		Remarks.
Mean Quarterly Enrolment.			Average Daily Attendance.			Teachers.				Pupil Teachers.		Total.	Salaries and Allowances.	Building, Furnishing, and Repairs.		
Boys.	Girls.	Total.	Boys.	Girls.	Total.	Males.		Females.		Males.	Females.					
						Masters.	Assistants.	Mistresses.	Assistants.							
8	16	24	4	10	14	...	...	1	...	...	...	1	£ s. d.	£ s. d.	Opened 20th Jan., 1890	
...	...	...	...	...	...	1	...	...	1	...	...	1	72 18 3	...		
5	6	11	4	4	8	...	...	...	1	...	...	1	92 7 8	...		
15	9	24	9	6	15	1	...	...	...	...	...	1	42 7 2	...		
5	4	9	3	3	6	1	...	...	...	...	...	1	76 2 8	...		
56	37	93	37	22	59	1	...	...	...	...	...	1	72 17 7	...		
11	9	20	9	7	16	...	...	1	...	...	...	1	235 14 4	...		
21	22	43	16	17	33	1	...	...	...	...	...	1	65 6 0	...		
12	9	21	9	7	16	...	...	1	...	...	...	1	82 7 7	...		
9	18	27	7	15	22	...	...	1	...	...	...	1	67 2 10	...		
18	20	38	16	18	34	1	...	...	...	...	...	1	82 12 8	...		
7	6	13	5	6	11	1	...	...	...	...	...	1	110 6 0	25 15 0		
...	...	...	...	...	...	...	...	...	...	...	...	1	224 13 7	400 0 0		
5	16	21	4	11	15	1	...	1	...	...	...	1	46 13 10	...		
14	9	23	9	5	14	...	...	...	1	...	...	1	69 3 8	...		
13	11	24	8	6	14	1	...	...	...	...	...	1	65 6 0	...		
9	6	15	8	5	13	1	...	...	...	...	...	1	53 9 3	...		
11	9	20	7	6	13	1	...	...	...	...	...	1	81 15 4	...		
11	10	21	8	8	16	...	...	1	...	...	...	1	80 13 6	...		
11	13	24	7	9	16	1	...	...	...	...	...	1	65 10 11	...		
...	...	...	...	...	...	1	...	...	...	...	...	1	80 17 11	...		
11	7	18	6	4	10	...	...	...	1	...	...	1	81 16 0	17 10 0		
8	12	20	6	10	16	...	...	1	...	...	...	1	50 6 0	...		
7	6	13	4	4	8	...	...	...	1	...	...	1	65 1 6	...		
...	...	...	...	...	...	...	...	...	1	...	...	1	62 8 4	...		
3	5	8	2	5	7	...	...	1	...	...	...	1	63 10 3	...		
5	10	15	4	7	11	1	...	...	...	...	...	1	36 17 10	...		
15	9	24	13	6	19	1	...	...	...	...	...	1	25 1 6	10 7 0		
10	10	20	7	7	14	1	...	...	...	...	...	1	84 9 4	...		
...	...	...	...	...	...	1	...	...	...	...	...	1	80 10 6	...		
5	5	10	4	3	7	...	...	...	1	...	...	1	...	...		
8	10	18	5	6	11	...	...	...	1	...	...	1	35 14 8	...		
9	10	19	7	8	15	1	...	...	...	...	...	1	63 12 8	...		
20	16	36	15	12	27	1	...	...	...	...	...	1	90 6 0	...		
3	5	8	2	4	6	...	...	...	1	...	...	1	101 2 8	...		
17	25	42	11	17	28	1	...	...	...	...	...	1	24 4 11	...		
7	7	14	6	5	11	1	...	...	...	...	...	1	66 1 3	...		
...	...	...	...	...	...	1	...	...	...	...	...	1	49 11 1	...		
...	...	...	...	...	...	...	...	...	1	...	...	1	15 7 6	...		
20	21	41	13	13	26	1	...	...	...	...	...	1	11 15 8	...		
17	16	33	10	9	19	...	...	...	1	...	...	1	99 9 4	...		
9	13	22	8	13	21	1	...	...	...	...	...	1	65 5 6	...		
...	...	...	...	...	...	...	...	...	...	...	...	1	71 3 6	...		
11	14	25	10	12	22	...	...	...	1	...	...	1	64 7 0	...		
10	15	25	7	11	18	...	...	...	1	...	...	1	100 6 0	...		
22	19	41	13	14	27	...	...	...	1	...	...	1	65 6 0	...		
...	...	...	...	...	...	1	...	...	...	...	...	1	67 16 3	...		
23	17	40	15	10	25	1	...	...	...	...	...	1	43 3 11	...		
18	12	30	11	8	19	1	...	...	...	...	...	1	120 6 0	...		
...	...	...	...	...	...	1	...	...	...	...	...	1	92 4 2	...		
15	12	27	11	6	17	...	...	...	1	...	...	1	42 16 9	...		
21	22	43	15	14	29	1	...	...	...	...	...	1	65 6 0	...		
21	9	30	13	4	17	1	...	...	...	...	...	1	106 2 8	...		
...	...	...	...	...	...	1	...	...	...	...	...	1	73 12 8	...		
9	17	26	9	17	26	...	...	...	...	...	...	1	48 15 0	...		
7	5	12	6	3	9	1	...	...	...	...	...	1	65 4 6	...		
15	15	30	12	13	25	...	...	...	1	...	...	1	44 11 0	...		
...	...	...	...	...	...	...	...	...	...	...	...	1	65 6 0	...		
12	9	21	8	7	15	1	...	...	...	...	...	1	...	...		
...	...	...	...	...	...	1	...	...	...	...	...	1	68 13 4	...		
16	9	25	11	6	17	1	...	...	...	...	...	1	41 16 5	...		
19	15	34	16	13	29	1	...	...	...	...	...	1	80 6 0	...		
11	10	21	9	8	17	1	...	...	...	...	...	1	103 12 8	...		
5	5	10	5	4	9	...	...	...	...	...	...	1	90 4 6	...		
13	13	26	10	10	20	...	...	...	1	...	...	1	40 6 0	...		
17	13	30	12	8	20	1	...	...	...	...	...	1	72 2 9	...		
20	11	31	17	8	25	...	...	...	1	...	...	1	80 4 6	...		
10	10	20	8	8	16	...	...	...	1	...	...	1	75 6 0	...		
13	18	31	10	15	25	1	...	...	...	...	...	1	65 6 0	...		
...	...	...	...	...	...	1	...	...	...	...	...	1	101 5 11	...		
13	15	28	11	13	24	1	...	...	1	...	...	2	63 11 7	...		
...	...	...	...	...	...	1	...	...	...	...	...	1	94 3 6	...		
8	...	...	...	...	...	1	...	...	...	...	...	1	78 19 10	...		
...	9	17	6	8	14	...	...	...	1	...	...	1	65 17 2	...		



List of PROVISIONAL SCHOOLS, with the ATTENDANCE, 1890.

SCHOOLS.	ATTENDANCE, 1890.									Annual Enrols	
	Annual Enrolment.			Mean Quarterly Enrolment.			Average Daily Attendance.				
	Boys.	Girls.	Total.	Boys.	Girls.	Total.	Boys.	Girls.	Total.	Boys.	Girls.
PROVISIONAL SCHOOLS—continued.											
88. Eel Creek .....	8	18	26	5	13	18	3	8	11	12	8
89. Eidsvold .....	120	116	236	99	93	192	74	69	143	111	115
90. Eight-mile Plains .....	21	12	33	17	10	27	10	6	16	16	16
91. Elbow Valley .....	35	17	52	32	14	46	17	7	24	34	17
92. Ellangowan .....	8	13	21	7	12	19	6	8	14	11	15
93. Elphinstone .....	17	9	26	15	9	24	10	6	16	21	8
94. Endeavour Sawmills .....	10	9	19	9	8	17	7	6	13	9	11
95. Kulo .....	10	10	20	7	8	15	5	6	11	9	10
96. Euthulla .....	21	17	38	18	11	29	9	5	14	23	16
97. Eglinton .....	20	17	37	17	15	32	14	11	25	17	14
98. Fairhill .....	9	12	21	7	11	18	4	7	11	16	14
99. Fairview .....	15	9	24	11	9	20	9	7	16	15	8
100. Farm Creek .....	19	30	49	15	25	40	10	5	15	30	23
101. Five-mile Water .....	9	10	19	9	9	18	7	8	15	12	10
102. Flaggy .....	9	4	13	9	4	13	7	3	10	12	6
103. Flagstone Creek .....	11	14	25	10	11	21	7	6	13	14	13
104. Flat-top .....	2	4	6	2	4	6	2	4	6	2	4
105. Forbes Creek .....	8	4	12	8	4	12	6	2	10	12	10
106. Gutton .....	32	16	48	23	12	35	14	8	22	...	...
107. Geraldton .....	19	14	33	19	13	32	14	9	23	...	...
108. Gin Gin .....	27	26	53	25	22	47	19	16	35	31	31
109. Gladfield .....	17	23	40	15	21	36	11	16	27	14	9
110. Glastonbury Creek .....	21	16	37	17	14	31	11	8	19	15	14
111. Glenbar .....	11	5	16	10	4	14	8	3	11	12	9
112. Goganjo .....	12	4	16	11	4	15	10	4	14	12	4
113. Gomorrion .....	19	22	41	18	20	38	7	7	14	28	23
114. Graceville .....	10	13	23	8	10	18	6	7	13	10	15
115. Gramzow .....	11	20	31	8	14	22	6	10	16	9	17
116. Greenwood .....	4	6	10	3	6	9	3	5	8	6	5
117. Gunalda .....	25	17	42	25	15	40	18	9	27	25	20
118. Gundiah .....	15	11	26	13	10	23	9	8	17	18	14
119. Habana .....	14	8	22	12	6	18	10	5	15	14	8
120. Halifax .....	25	29	54	22	24	46	15	15	30	28	27
121. Hampden .....	32	17	49	23	12	35	15	7	22	22	18
122. Helidon .....	25	18	43	22	14	36	14	8	22	30	19
123. Hodgson .....	19	14	33	14	11	25	10	8	18	12	13
124. Horton .....	40	36	76	32	32	64	19	17	36	31	29
125. Houghton Valley .....	11	7	18	9	7	16	7	5	12	14	8
126. Humpy Bong .....	7	11	18	5	10	15	4	9	13	9	11
127. Inskip Point .....	8	12	20	8	9	17	6	6	12	9	8
128. Irvinebank .....	28	23	51	23	19	42	19	17	36	28	24
129. Irvingdale .....	13	12	25	10	10	20	6	6	12	15	11
130. Isis North .....	16	10	26	14	9	23	9	5	14	19	13
131. " River .....	11	6	20	13	4	17	9	3	12	18	8
132. " Scrub, South .....	16	22	38	13	18	31	12	15	27	19	21
133. Ististown .....	4	5	9	3	4	7	2	3	5	5	10
134. Jericho .....	17	27	44	12	18	30	7	11	18	20	25
135. Jimboomba .....	25	11	36	16	7	23	16	6	22	...	...
136. Jimbour .....	10	10	21	9	10	19	7	7	14	14	14
137. Jondowarie .....	19	22	41	14	16	30	12	14	26	18	19
138. Kedron, Upper .....	15	4	19	12	4	16	10	3	13	13	6
139. Kerry .....	15	15	30	14	14	28	10	11	21	15	15
140. Kilcoy .....	14	7	21	12	7	19	9	5	14	16	12
141. Kilkivan Junction .....	18	9	27	17	8	25	13	5	18	15	8
142. Kincora .....	22	17	39	18	15	33	54	46	100	23	11
143. Kingsborough .....	10	12	22	10	10	20	8	8	16	11	11
144. King's Creek .....	33	18	51	25	15	40	16	9	25	28	21
145. Kingsford .....	1	5	6	1	5	6	1	5	6	1	5
146. Kingston .....	15	9	24	11	7	18	7	6	13	13	9
147. Kirk River .....	9	7	16	9	7	16	9	6	15	...	...
148. Knapp's Creek .....	13	10	23	12	9	21	8	6	14	16	10
149. Kobbie Creek .....	13	23	36	11	21	32	6	16	22	18	24
150. Koumala .....	9	11	20	8	10	18	6	7	13	10	11
151. Lagoon Creek .....	15	13	28	12	12	24	7	7	14	15	15
152. Lagoon Pocket .....	22	16	38	19	11	30	11	8	19	19	12
153. Lake's Creek .....	77	63	140	65	55	120	48	40	88	51	59
154. Laura .....	20	16	36	17	10	27	15	7	22	16	9
155. Lilymere .....	9	4	13	7	3	10	5	2	7	12	8
156. Limestone Ridges .....	15	7	22	11	7	21	11	6	17	14	7
157. Loganholme .....	22	18	40	19	14	33	14	11	25	...	...
158. Logan Reserve .....	19	16	35	15	14	29	8	9	17	20	18
159. " Village .....	22	16	38	19	14	33	11	8	19	24	23
160. Lucky Valley .....	14	13	27	10	12	22	7	9	16	10	14

LIST of PROVISIONAL SCHOOLS, with the ATTENDANCE, &amp;c.

SCHOOLS.	ATTENDANCE, 1890.									Annual Enrol.	
	Annual Enrolment.			Mean Quarterly Enrolment.			Average Daily Attendance.				
	Boys.	Girls.	Total.	Boys.	Girls.	Total.	Boys.	Girls.	Total.	Boys.	Girls.
PROVISIONAL SCHOOLS—continue d.											
161. Macrossan Bridge	37	28	65	29	21	50	21	14	35	43	21
162. Marian Mill	29	17	46	27	13	40	14	8	22	33	20
163. Maroochy	29	38	67	17	14	31	7	6	13	32	29
164. Marton	12	9	21	8	6	14	6	5	11	11	6
165. Mary River Heads	3	3	6	3	3	6	3	3	6		
166. Maudsland	14	14	28	12	12	24	5	7	12	15	15
167. Mellum Creek	37	46	83	24	34	58	16	22	38	21	32
168. Melrose	6	5	11	6	4	10	5	2	7	17	7
169. Milford	31	30	61	27	25	52	19	16	35	30	32
170. Milo	11	7	18	9	6	15	9	6	15	11	6
171. Miva	16	8	24	13	6	19	11	4	15	22	13
172. Mocatt's Corner	15	13	28	11	8	19	7	4	11	16	13
173. Moggill	23	16	39	19	13	32	15	10	25	28	15
174. Monkey Waterholes	18	13	31	18	13	31	12	8	20		
175. Mooloolahman	13	8	21	11	7	18	8	5	13	16	11
176. Mooloolah Bridge	10	13	23	8	8	16	5	4	9	15	24
177. " Plains	13	8	21	12	5	17	10	4	14	17	13
178. Moonoolah	3	13	16	3	13	16	2	11	13	2	15
179. Morinish	10	10	20	9	8	17	7	6	13	6	7
180. Mountain View	25	22	47	23	19	42	14	10	24	25	21
181. Mount Alford	15	12	27	14	11	25	8	8	16	12	12
182. Mount Berryman	11	6	17	9	6	15	7	5	12	10	9
183. Mount Bopple	11	6	17	11	5	16	9	4	13	15	5
184. Mount Britten	8	12	20	5	9	14	3	6	9	7	13
185. Mount Cotton	15	16	31	10	13	23	8	10	18	13	12
186. Mount Crosby	20	16	36	16	15	31	11	10	21	17	18
187. Mount Kerwah	43	58	101	43	58	101	29	41	70		
188. Mount Flinders	3	6	9	3	5	8	3	5	8	3	6
189. Mount French	17	13	30	14	12	26	6	6	12	15	11
190. Mount Hedlow	25	17	42	21	16	37	13	10	23	21	18
191. Mount Larcombe	4	9	13	4	9	13	2	5	7	6	10
192. Mount Leyshon	14	16	30	14	15	29	12	12	24		
193. Mount Shamrock	18	19	37	15	14	29	13	11	24		
194. Mountside	9	9	18	9	9	18	8	8	16	10	11
195. Mount Sylvia	24	21	45	19	11	30	11	5	16	19	24
196. Mount Whitestone	24	18	42	19	14	33	11	9	20	16	13
197. Muckadilla	16	13	29	14	10	24	10	6	16	14	13
198. Mudgeraba	21	17	38	19	12	31	12	7	19	21	20
199. Munna Creek	12	13	25	11	12	23	9	8	17		
200. Nearlie	8	6	14	6	4	10	6	4	10		
201. Nebo	13	13	26	10	9	19	8	8	16	13	12
202. Nellybri	5	7	12	5	7	12	5	7	12	7	10
203. Nerang, Upper	35	21	56	27	19	46	19	11	30	32	29
204. Neurum Creek	10	7	17	6	6	12	6	6	12	13	6
205. New Zealand Gully	20	17	37	15	13	28	11	10	21	24	24
206. Nigger Creek	16	26	42	11	19	30	5	13	18	19	30
207. North Branch	14	10	24	12	7	19	8	4	12	12	6
208. North Maclean	12	12	24	11	11	22	7	9	16	19	16
209. North Maryland	23	22	45	22	21	43	17	13	30	24	28
210. Norton Diggings	20	20	40	16	15	31	11	9	20	16	17
211. Norwell	9	10	19	9	8	17	5	4	9	10	13
212. Oreti (Moralgaran)	4	2	6	4	2	6	4	2	6	4	2
213. Owanyilla	19	15	34	17	10	27	11	7	18		
214. Peehey	18	17	35	15	13	28	9	9	18	11	15
215. Pentland	25	24	49	21	18	39	14	10	24	20	16
216. Perseverance Creek	21	8	29	18	7	25	12	5	17	25	13
217. Pikedale No. 1	10	6	16	8	5	13	6	3	9		
218. Pikedale No. 2	7	6	13	6	5	11	5	5	10		
219. Pilton	10	9	19	8	9	17	6	8	14	8	10
220. Pimpama Island	21	25	46	16	21	37	10	15	25	20	21
221. Pine Creek	10	8	18	9	7	16	7	4	11	11	8
222. Pine Hill	12	12	24	9	11	20	7	9	16	12	13
223. Pioneer's Rest	28	22	50	21	16	37	15	12	27	31	23
224. Plainby	12	12	24	10	10	20	9	9	18	11	9
225. Podunga	16	15	31	15	15	30	10	9	19	14	15
226. Postman's Ridge	12	13	25	8	8	16	6	5	11	16	13
227. Raglan Creek	18	20	38	14	16	30	11	12	23	14	18
228. Ranges Bridge	13	9	22	12	8	20	8	5	13	11	5
229. Ravenswood Junction	22	19	41	20	18	38	14	14	28	21	21
230. Redcliffe	24	16	40	20	13	33	12	9	21	35	21
231. Richmond	14	21	35	13	18	31	6	7	13	11	12
232. Rishton	12	10	22	9	9	18	6	7	13	18	20
233. Rodger's Creek	9	9	18	9	8	17	7	6	13	10	8
234. Rolleston	6	9	15	5	9	14	4	8	12	6	11

finned.

RED, and Cost of MAINTENANCE during 1890—continued.

No.					STAFF OF INSTRUCTORS, 1890.								EXPENDITURE, 1890.				Remarks.
an Quarterly enrolment.		Average Daily Attendance.			Teachers.				Pupil Teachers.		Total.	Salaries and Allowances.	Building, Furnishing, and Repairs.				
					Males.		Females.										
					Masters.	Assistants.	Mistresses.	Assistants.									
Girls.	Total.	Boys.	Girls.	Total.					Males.	Females.		£	s.	d.	£	s.	d.
16	51	23	12	35	1	...	...	...	...	...	1	120	6	0			
14	41	17	9	26	...	...	1	...	...	...	1	73	16	6			
21	42	12	11	23	1	...	...	...	...	...	1	86	3	1			
7	17	8	6	14	...	...	1	...	...	...	1	72	16	0			
...	...	...	...	...	...	...	1	...	...	...	1	6	12	3	...		Opened 1st July, 1890
13	27	8	6	14	1	...	...	...	...	...	1	80	6	0			
27	46	14	20	34	...	...	1	...	...	...	1	87	3	5			
6	16	6	3	9	...	...	1	...	...	...	1	50	6	0			
29	53	17	19	36	1	...	...	...	...	...	1	110	6	0			
6	15	8	5	13	...	...	1	...	...	...	1	65	6	0			
10	27	11	6	17	1	...	...	...	...	...	1	85	14	6			
10	24	9	6	15	...	...	1	...	...	...	1	64	7	10			
12	33	16	9	25	1	...	...	...	...	...	1	98	2	2			
...	...	...	...	...	...	...	1	...	...	...	1	32	13	0	...		Opened 7th July, 1890
9	21	10	6	16	1	...	...	...	...	...	1	80	6	0			
11	24	6	8	14	...	...	1	...	...	...	1	43	9	8	...		Closed 31st Aug., 1890
10	22	8	6	14	1	...	...	...	...	...	1	80	6	0			
13	15	2	11	13	1	...	...	...	...	...	1	80	6	0			
7	13	5	6	11	1	...	...	...	...	...	1	56	15	8			
19	30	13	13	26	1	...	...	...	...	...	1	85	14	1			
11	21	6	8	14	...	...	1	...	...	...	1	65	6	0	3	3	0
8	17	7	6	13	...	...	1	...	...	...	1	65	6	0			
5	18	11	4	15	1	...	...	...	...	...	1	80	6	0			
11	17	5	8	13	...	...	1	...	...	...	1	51	7	10			
9	19	7	7	14	1	...	...	...	...	...	1	81	8	6			
13	26	9	9	18	1	...	...	...	...	...	1	83	1	7			
...	...	...	...	...	...	...	1	...	...	...	1	12	18	9	...		Opened 3rd Nov., 1890
4	6	2	4	6	...	...	1	...	...	...	1	33	8	4			
11	25	9	8	17	...	...	1	...	...	...	1	65	12	4			
15	35	12	10	22	1	...	...	...	...	...	1	90	6	0			
9	15	5	7	12	...	...	1	...	...	...	1	57	17	1			
...	...	...	...	...	...	...	1	...	...	...	1	48	17	5	...		Opened 22nd May, 1890
...	...	...	...	...	...	...	1	...	...	...	1	63	7	2	...		Opened 24th Feb., 1890
11	21	7	8	15	...	...	1	...	...	...	1	66	4	8			
18	36	11	10	21	1	...	...	...	...	...	1	80	16	10			
12	28	11	9	20	1	...	...	...	...	...	1	90	16	0			
10	22	9	6	15	1	...	...	...	...	...	1	78	15	2			
14	31	11	8	19	1	...	...	...	...	...	1	88	7	5			
...	...	...	...	...	...	...	1	...	...	...	1	44	19	4	...		Opened 26th May, 1890
...	...	...	...	...	...	...	1	...	...	...	1	12	19	9	...		Re-opened 20 Oct., 1890
11	23	10	8	18	...	...	1	...	...	...	1	86	11	5			
7	13	5	6	11	...	...	1	...	...	...	1	78	1	4			
22	49	20	14	34	...	...	1	...	...	...	1	85	14	3			
8	19	7	6	13	...	...	1	...	...	...	1	61	15	9			
15	32	12	10	22	1	...	...	...	...	...	1	90	6	0			
19	30	5	11	16	...	...	1	...	...	...	1	81	4	7			
6	16	8	4	12	1	...	...	...	...	...	1	79	9	4			
13	28	9	10	19	1	...	...	...	...	...	1	61	14	5			
22	43	15	14	29	1	...	...	...	...	...	1	110	6	0			
17	33	10	10	20	1	...	...	...	...	...	1	80	10	6			
11	21	7	9	16	1	...	...	...	...	...	1	67	17	10	...		Closed 14th Nov., 1890
2	6	4	2	6	...	...	1	...	...	...	1	16	6	6	...		
...	...	...	...	...	...	...	1	...	...	...	1	38	13	7	...		Opened 13th Oct., 1890
13	22	6	10	16	...	...	1	...	...	...	1	65	10	6			
14	30	10	8	18	1	...	...	...	...	...	1	90	6	0			
7	26	12	4	16	1	...	...	...	...	...	1	80	6	0			
...	...	...	...	...	...	...	1	...	...	...	1	87	3	1	{ ...		Opened 24th Feb., 1890
9	16	6	7	13	...	...	1	...	...	...	1	65	3	4	{ ...		Opened 17th Feb., 1890
19	33	10	14	24	1	...	...	...	...	...	1	95	6	0			
7	16	6	5	11	...	...	1	...	...	...	1	65	6	0			
12	23	8	9	17	...	...	1	...	...	...	1	72	5	9			
18	43	18	13	31	1	...	...	...	...	...	1	122	14	4	53	8	0
8	19	10	7	17	1	...	...	...	...	...	1	80	6	0			
15	29	9	8	17	1	...	...	...	...	...	1	83	12	11			
11	27	9	6	15	1	...	...	...	...	...	1	81	16	1	4	5	0
14	26	10	12	22	1	...	...	...	...	...	1	90	6	0			
5	16	9	4	13	...	...	1	...	...	...	1	40	5	0	...		Closed 12th Sept., 1890
19	39	15	15	30	...	...	1	...	...	...	1	84	18	8			
13	37	15	8	23	1	...	...	...	...	...	1	90	6	0			
10	20	6	8	14	...	...	1	...	...	...	1	85	6	0			
15	29	11	11	22	1	...	...	...	...	...	1	65	3	0	...		Closed 30th June, 1890
6	16	7	5	12	...	...	1	...	...	...	1	54	13	0			
9	14	3	7	10	...	...	1	...	...	...	1	39	1	1			



LIST OF PROVISIONAL SCHOOLS, with the ATTENDANCE, &amp;c.

ATTENDANCE, 1890.											
SCHOOLS.	Annual Enrolment.			Mean Quarterly Enrolment.			Average Daily Attendance.			Annual Enrol.	
	Boys.	Girls.	Total.	Boys.	Girls.	Total.	Boys.	Girls.	Total.	Boys.	Girls.
PROVISIONAL SCHOOLS—continued.											
235. Rookwood	15	9	24	14	8	22	12	6	18	13	11
236. Rosalie Plains	12	10	22	12	7	19	7	6	13	12	8
237. Roschill	15	12	27	14	8	22	9	5	14	12	6
238. Rosemount	17	7	24	15	6	21	11	5	16	19	12
239. Rosenthal, Lower	10	10	20	10	9	19	9	6	15	10	10
240. Rosewood Crossing	13	15	28	10	12	22	7	7	14	12	16
241. Ross River	13	12	25	11	12	23	8	8	16	12	17
242. Saint John's Creek	36	45	81	26	39	65	19	30	49	35	43
243. Saint Ruth	10	13	23	8	11	19	8	9	17	7	11
244. Sanford	11	11	22	9	10	19	6	6	12	13	15
245. Samson Creek	23	22	45	19	18	37	12	11	23	17	26
246. Sandy Cape	7	9	16	7	8	15	7	8	15	9	9
247. Scrub Creek	19	11	30	15	11	26	10	8	18	10	14
248. Seaforth	7	11	18	6	9	15	5	8	13	8	11
249. Sea Hill	12	12	24	10	11	21	5	5	10	10	9
250. Sellheim	34	26	60	28	19	47	20	13	33	23	20
251. Severn River	18	8	26	16	7	23	11	5	16	22	8
252. Silverwood	10	6	16	10	6	16	7	5	12	14	9
253. Slack's Creek	15	19	34	14	14	28	12	11	23	14	17
254. Springside	30	24	54	25	22	47	16	14	30	28	26
255. Spring Valley	22	27	49	19	26	45	13	18	31	27	32
256. Stockleigh	12	6	18	10	5	15	7	4	11	9	8
257. Stony Creek	24	14	38	22	11	33	13	5	18	16	8
258. Summerhill	10	8	18	9	8	17	8	6	14	7	9
259. Table-Top...	15	19	34	12	14	26	9	10	19	18	15
260. Tambourine	18	28	46	15	26	41	12	17	29	26	38
261. Tegege	10	7	17	7	6	13	5	5	10	8	7
262. Tent Hill, Upper	19	15	34	17	13	30	10	9	19	20	14
263. Terror's Creek	26	18	44	12	9	21	17	12	29	31	22
264. Teviot Junction	9	14	23	9	13	22	5	9	14	8	13
265. Thurgomindah	22	22	44	18	21	39	13	16	29	15	26
266. The Springs	10	12	22	7	10	17	5	8	13	9	11
267. Thompson Estate	357	271	628	252	203	455	178	133	311	240	204
268. Thornborough	10	17	27	7	11	18	5	9	14	10	11
269. Thornton	31	13	44	31	13	44	16	6	22	41	24
270. Tipton	14	9	23	10	6	16	8	5	13	12	3
271. Upper North Pine	36	31	67	31	25	56	18	13	31	32	32
272. Villeneuve	38	32	70	30	22	52	22	17	39	29	27
273. Walla	17	9	26	11	6	17	8	5	13	19	8
274. Wararba	15	19	34	14	17	31	11	11	22	12	20
275. Watawa	21	12	33	20	11	31	14	8	22	20	12
276. Westbrook	11	18	29	8	14	22	7	11	18	11	13
277. West Prairie	10	7	17	10	7	17	8	5	13	10	6
278. Windmere	8	7	15	7	5	12	5	4	9	8	4
279. Windorah	11	7	18	10	6	16	9	5	14	13	11
280. Wivenhoe	10	14	24	10	14	24	8	8	16	...	...
281. Woodstock	11	18	29	10	16	26	8	15	23	...	...
282. Woodview	24	28	52	23	23	46	16	14	30	29	26
283. Yandaran Creek	12	12	24	11	19	21	8	7	15	10	10
284. Yandilla	29	23	52	26	17	43	17	11	28	30	21
285. Yandina	34	45	79	18	26	44	11	16	27	12	16
286. Young	9	5	14	7	4	11	6	3	9	22	13
SCHOOLS AT BENEVOLENT, REFORMATORY, AND PENAL ESTABLISHMENTS.											
1. Dunwich (Bribie)	13	10	23	12	8	20	11	5	16	10	4
2. Lytton Stockade	115	...	115	89	...	89	77	...	77	111	...
3. St. Helena	13	9	22	13	9	22	12	8	20	13	12
TOTALS:—											
STATE	33,483	29,879	63,362	25,855	23,615	49,470	18,620	16,440	35,060	32,761	29,815
PROVISIONAL	5,107	4,646	9,753	4,224	3,815	8,039	2,992	2,671	5,663	4,686	4,271
BENEVOLENT, REFORMATORY, AND PENAL ESTABLISHMENTS	141	19	160	114	17	131	100	13	113	134	10
GRAND TOTALS	38,731	34,544	73,275	30,193	27,447	57,640	21,712	19,124	40,836	37,581	34,106

—continued.

EMPLOYED, and COST of MAINTENANCE during 1890—continued.

1890, 1890.						STAFF OF INSTRUCTORS, 1890.								EXPENDITURE, 1890.		Remarks.
Mean Quarterly Enrollment.			Average Daily Attendance.			Teachers.				Pupil Teachers.		Total.	Salaries and Allowances.	Building, Furnishing, and Repairs.		
Boys.	Girls.	Total.	Boys.	Girls.	Total.	Males.		Females.		Males.	Females.					
						Masters.	Assistants.	Mistresses.	Assistants.							
13	9	22	10	7	17	...	...	1	...	...	...	1	£ 61 16 1	£ s. d.	Closed 30th April, 1890	
11	5	16	9	4	13	...	...	1	...	...	...	1	66 18 10			
12	6	18	9	5	14	1	...	...	...	...	...	1	80 12 0			
14	8	22	9	5	14	1	...	...	...	...	...	1	86 5 0			
10	10	20	9	8	17	1	...	...	...	...	...	1	80 3 0			
9	12	21	6	8	14	1	...	...	...	...	...	1	86 8 0			
11	13	24	7	7	14	1	...	...	...	...	...	1	83 6 0			
25	31	56	18	24	42	...	...	1	...	...	...	1	156 13 2			
7	10	17	5	8	13	...	...	1	...	...	...	1	65 4 6			
12	13	25	8	8	16	1	...	...	...	...	...	1	81 11 5			
14	18	32	10	13	23	1	...	...	...	...	...	1	90 6 0			
7	7	14	6	7	13	...	...	1	...	...	...	1	65 6 0			
13	9	22	9	7	16	...	...	1	...	...	...	1	67 19 1			
6	10	16	5	9	14	...	...	1	...	...	...	1	73 12 10			
7	5	12	2	3	5	...	...	1	...	...	...	1	45 10 8			
23	20	43	18	16	34	1	...	...	...	...	...	1	118 8 0			
20	7	27	12	5	17	1	...	...	...	...	...	1	77 1 5			
13	7	20	8	4	12	1	...	...	...	...	...	1	80 9 1			
11	13	24	9	10	19	1	...	...	...	...	...	1	87 2 9			
20	21	41	13	13	26	1	...	...	...	...	...	1	101 9 4			
21	28	49	14	18	32	1	...	...	...	...	...	1	101 19 4			
8	7	15	6	5	11	...	...	1	...	...	...	1	22 14 2			
19	9	28	12	5	17	...	...	1	...	...	...	1	65 17 4			
6	9	15	6	7	13	...	...	1	...	...	...	1	65 6 0			
16	14	30	9	7	16	1	...	...	...	...	...	1	94 17 10			
20	28	44	12	20	32	...	...	1	...	...	...	1	72 7 9			
8	7	15	7	6	13	...	...	1	...	...	...	1	64 3 4			
15	11	26	8	7	15	1	...	...	...	...	...	1	81 19 4			
23	19	45	20	16	36	1	...	...	...	...	...	1	36 14 10	...		
7	12	19	5	10	15	...	...	1	...	...	...	1	68 6 5			
14	25	39	9	17	26	...	...	1	...	...	...	1	71 9 6			
8	10	18	7	9	16	...	...	1	...	...	...	1	75 4 6			
157	124	281	105	76	181	1	1	...	4	1	2	9	1,036 7 1	908 5 0		
9	10	19	7	9	16	...	...	1	...	...	...	1	65 2 5	21 0 0		
31	18	49	17	10	27	1	...	...	...	...	...	1	25 1 6	...		
11	3	14	9	3	12	1	...	...	...	...	...	1	80 6 0			
23	29	57	14	14	28	1	...	...	...	...	...	1	96 19 4			
24	21	45	20	16	36	1	...	...	...	...	...	1	114 11 0			
11	6	17	8	5	13	1	...	...	...	...	...	1	57 8 4			
11	18	29	8	12	20	1	...	...	...	...	...	1	92 15 9			
18	12	30	13	9	22	...	...	1	...	...	...	1	65 6 0			
10	11	21	7	9	16	...	...	1	...	...	...	1	57 11 3			
9	6	15	8	5	13	...	...	1	...	...	...	1	61 15 9			
6	4	10	4	2	6	1	...	...	...	...	...	1	39 11 1	6 9 3		
10	6	16	8	5	13	...	...	1	...	...	...	1	53 15 11			
...	...	...	...	...	...	...	...	1	...	...	...	1	20 8 6	...		
...	...	...	...	...	...	...	...	1	...	...	...	1	23 12 10	...		
24	21	45	17	15	32	1	...	...	...	...	...	1	110 6 0	430 0 0		
10	10	20	8	8	16	1	...	...	...	...	...	1	80 6 0			
23	16	38	15	11	26	1	...	...	...	...	...	1	100 6 0			
12	16	28	8	11	19	...	...	1	...	...	...	1	73 10 0			
15	10	25	11	8	19	1	...	...	...	...	...	1	53 9 2	2 1 0		
																Closed 31st Aug., 1890
9	4	13	9	3	12	1	...	...	...	...	...	1	40 6 0	0 15 0		
20	...	20	67	...	67	1	...	...	...	...	...	1	...			
11	9	20	9	8	17	1	...	...	...	...	...	2	...			
5,168	23,287	48,455	18,579	16,568	35,147	288	157	44	353	121	274	1,237	143,320 8 0	32,771 12 1		
3,810	3,482	7,292	2,726	2,503	5,229	155	1	129	10	1	2	298	21,778 3 10	2,658 9 7		
100	13	113	85	11	96	3	...	...	...	...	1	4	40 6 0	0 15 0		
9,678	26,782	55,860	21,390	19,082	40,472	446	158	173	363	122	277	1,539	167,138 17 10	35,430 16 8		

**Table D.**  
**STATEMENT OF ANNUAL ENROLLMENT, MULTIPLE ENROLLMENTS, AND NET ANNUAL ENROLLMENT.**

AGE OF PUPILS.	GROSS ANNUAL ENROLLMENT.	MULTIPLE ENROLLMENTS.		NET ANNUAL ENROLLMENT.
		In Tao Schools.	In more than Two Schools.	
I. Between 4 and 15 years	73,275	8,172	270	64,563
II. Under 6 years	10,081	591	22	9,468
III. Between 6 and 12 years	44,313	6,237	198	42,686
IV. Over 12 years	13,878	1,344	50	12,484

**Table E.**  
**CLASSIFICATION OF CHILDREN.**

YEAR.	CHILDREN.			CLASS I.			CLASS II.			CLASS III.			CLASS IV.			CLASS V.		
	Boys.	Girls.	Total.	Boys.	Girls.	Total.	Boys.	Girls.	Total.	Boys.	Girls.	Total.	Boys.	Girls.	Total.	Boys.	Girls.	Total.
1877	...	...	...	269	253	522	218	252	470	193	197	390	87	92	179	7	5	12
1878	...	...	...	271	259	530	233	255	488	222	219	441	109	100	209	9	6	15
1879	...	...	...	271	273	544	261	264	525	228	214	442	107	106	213	18	11	29
1880	...	...	...	321	302	623	280	293	573	264	249	513	125	126	251	22	19	41
1881	...	...	...	329	313	642	309	301	610	266	249	515	135	130	265	22	19	41
1882	...	...	...	355	332	687	330	326	656	281	275	556	128	128	256	14	17	31
1883	...	...	...	373	352	725	351	350	701	307	306	613	153	147	300	14	18	32
1884	...	...	...	400	381	781	378	372	750	327	327	654	178	180	358	17	15	32
1885	...	...	...	425	405	830	405	404	809	346	345	691	221	221	442	22	20	42
1886	...	...	...	461	441	902	437	437	874	399	389	788	254	251	505	32	32	64
1887	...	...	...	506	490	996	478	471	949	439	411	850	297	291	588	37	37	74
1888	...	...	...	520	506	1,026	505	504	1,009	469	468	937	303	303	606	50	50	100
1889	...	...	...	566	545	1,111	541	540	1,081	503	502	1,005	369	359	728	56	57	113
1890	...	...	...	603	584	1,187	550	552	1,102	489	491	980	433	433	866	82	82	164
1876	...	...	...	680	674	1,354	908	972	1,880	1157	1183	2,340	1281	1337	2,618	1392	1500	2,892
1877	...	...	...	692	696	1,388	976	985	1,961	1126	1192	2,318	1278	1299	2,577	1350	1420	2,770
1878	...	...	...	709	712	1,421	1020	1004	2,024	1190	1180	2,370	1310	1253	2,563	1378	1341	2,719
1879	...	...	...	718	728	1,446	1017	1011	2,028	1187	1193	2,380	1323	1333	2,656	1349	1269	2,618
1880	...	...	...	699	727	1,426	1024	1019	2,043	1201	1202	2,403	1289	1308	2,597	1420	1436	2,856
1881	...	...	...	727	721	1,448	1023	1007	2,030	1216	1213	2,429	1318	1326	2,644	1401	1383	2,784
1882	...	...	...	701	728	1,429	1020	1008	2,028	1200	1234	2,434	1313	1329	2,642	1378	1396	2,774
1883	...	...	...	726	688	1,414	1014	1005	2,019	1218	1231	2,449	1318	1329	2,647	1401	1392	2,793
1884	...	...	...	742	717	1,459	1000	989	1,989	1204	1190	2,394	1331	1359	2,690	1470	1430	2,900
1885	...	...	...	725	708	1,433	1005	1008	2,013	1206	1183	2,389	1361	1328	2,689	1397	1495	2,892
1886	...	...	...	723	727	1,450	1022	1008	2,030	1210	1205	2,415	1334	1310	2,644	1280	1486	2,766
1887	...	...	...	715	715	1,430	1000	1000	2,000	1212	1200	2,412	1343	1349	2,692	1440	1416	2,856
1888	...	...	...	716	718	1,434	977	996	1,973	1200	1205	2,405	1323	1324	2,647	1448	1445	2,893
1889	...	...	...	702	710	1,412	999	1003	2,002	1186	1200	2,386	1342	1341	2,683	1470	1512	2,982
1890	...	...	...	...	...	...	...	...	...	1210	1230	2,440	1350	1431	2,781	1400	1485	2,885

Number of Classes in Operation at the close of  
the year

Average Age in years of the Children enrolled  
at the close of the year



Average Time in Class, in months, of the Children enrolled at the close of the year		Number of Children enrolled at the close of the year		Percentages of the Children enrolled at the close of the year	
1880	1881	1880	1881	1880	1881
1880	1881	1880	1881	1880	1881
1882	1883	1882	1883	1882	1883
1884	1885	1884	1885	1884	1885
1886	1887	1886	1887	1886	1887
1888	1889	1888	1889	1888	1889
1890		1890		1890	
1876	1877	1876	1877	1876	1877
1878	1879	1878	1879	1878	1879
1880	1881	1880	1881	1880	1881
1882	1883	1882	1883	1882	1883
1884	1885	1884	1885	1884	1885
1886	1887	1886	1887	1886	1887
1888	1889	1888	1889	1888	1889
1890		1890		1890	
1876	1877	1876	1877	1876	1877
1878	1879	1878	1879	1878	1879
1880	1881	1880	1881	1880	1881
1882	1883	1882	1883	1882	1883
1884	1885	1884	1885	1884	1885
1886	1887	1886	1887	1886	1887
1888	1889	1888	1889	1888	1889
1890		1890		1890	

The following Table exhibits the Number of Classes Taught during 1888, 1889, and 1890, from a different point of view:—

	CLASS I.			CLASS II.			CLASS III.			CLASS IV.			CLASS V.		
	1888.	1889.	1890.	1888.	1889.	1890.	1888.	1889.	1890.	1888.	1889.	1890.	1888.	1889.	1890.
Mixed Classes	545	545	584	615	528	528	441	477	467	544	544	544	544	544	544
Boys' Classes	24	21	19	26	22	22	28	26	22	27	27	26	15	15	15
Girls' Classes	0	0	0	25	24	25	27	25	24	24	27	26	16	16	16
TOTAL	569	566	603	566	574	574	496	528	513	330	335	459	65	72	101

**Table F.**  
**TEACHERS EMPLOYED.**

Classification.						Salary, exclusive of Allowances.	Employed at the end of 1890.	Left the Service or Died during 1890.	Promoted during 1890.
						£	£		
<b>MALES.</b>									
<b>CLASS I.—</b>									
Division 1	...	...	...	...	...	204	8	0	1
" 2	...	...	...	...	...	192	2	0	0
" 3	...	...	...	...	...	180	5	0	1
<b>CLASS II.—</b>									
Division 1	...	...	...	...	...	168	49	2	8
" 2	...	...	...	...	...	156	83	0	19
" 2 (On probation)	...	...	...	...	...	150	1	0	0
" 3	...	...	...	...	...	144	45	1	12
" 3 (On probation)	...	...	...	...	...	140	1	0	0
<b>CLASS III.—</b>									
Division 1	...	...	...	...	...	126	84	7	11
" 1 (On probation)	...	...	...	...	...	123	2	0	0
" 2	...	...	...	...	...	114	60	3	28
" 2 (On probation)	...	...	...	...	...	108	2	1	0
" 3	...	...	...	...	...	102	80	3	37
" 3 (On probation)	...	...	...	...	...	96	2	0	0
<b>TOTAL CLASSIFIED TEACHERS</b>							428	17	117
<b>TEMPORARY TEACHERS:—</b>									
(a) Who have passed an Examination						90 to 120	7	1	0
(b) On probation, who have not passed an Examination...						80 to 100	1	0	0
<b>TOTAL TEMPORARY TEACHERS</b>							8	1	0
<b>PROVISIONAL SCHOOL TEACHERS</b>						60 to 110	140	20	0
<b>PUPIL TEACHERS:—</b>									
Class 4	...	...	...	...	...	70	28	0	26
" 3	...	...	...	...	...	55	34	6	31
" 2	...	...	...	...	...	45	25	3	13
" 1	...	...	...	...	...	40	21	1	6
" 0 (i.e., on probation)	...	...	...	...	...	30 to 36	11	3	0
<b>TOTAL PUPIL TEACHERS</b>							119	13	76
<b>TOTAL MALE TEACHERS</b>							695	51	193
<b>FEMALES.</b>									
<b>CLASS I.—</b>									
Division 1	...	...	...	...	...	180	1	0	0
" 2	...	...	...	...	...	168	0	0	0
" 3	...	...	...	...	...	156	0	0	0
<b>CLASS II.—</b>									
Division 1	...	...	...	...	...	138	6	0	2
" 1 (On probation)	...	...	...	...	...	130	0	0	0
" 2	...	...	...	...	...	126	9	1	3
" 2 (On probation)	...	...	...	...	...	120	1	0	0
" 3	...	...	...	...	...	114	10	1	1
" 3 (On probation)	...	...	...	...	...	108	0	0	0
<b>CLASS III.—</b>									
Division 1	...	...	...	...	...	96	99	4	21
" 1 (On probation)	...	...	...	...	...	...	0	0	0
" 2	...	...	...	...	...	84	114	7	66
" 2 (On probation)	...	...	...	...	...	80	2	0	0
" 3	...	...	...	...	...	72	121	9	62
" 3 (On probation)	...	...	...	...	...	60	0	0	0
<b>TOTAL CLASSIFIED TEACHERS</b>							363	22	155
<b>TEMPORARY TEACHERS:—</b>									
(a) Who have passed an Examination						40 to 65	16	4	0
(b) On probation, who have not passed an Examination						30 to 63	16	4	0
<b>TOTAL TEMPORARY TEACHERS</b>							32	8	0

**Table F—continued.**  
**TEACHERS EMPLOYED—continued.**

Classification.	Salary, exclusive of Allowances.	Employed at the end of 1890.	Left the Service or Died during 1890.	Promoted during 1890.
	£      £			
<b>FEMALES—continued.</b>				
<b>SEWING MISTRESS</b> ... ..	60	1	0	0
<b>PROVISIONAL SCHOOL TEACHERS</b> ... ..	20 to 90	127	23	0
<b>PUPIL TEACHERS :—</b>				
Class 4 ... ..	50	101	2	71
„ 3 ... ..	35	73	5	53
„ 2 ... ..	25	43	4	38
„ 1 ... ..	20	41	0	9
„ 0 (i.e., on probation) ... ..	16	23	4	0
<b>TOTAL PUPIL TEACHERS</b> ... ..		281	15	171
<b>TOTAL FEMALE TEACHERS</b> ... ..		804	68	326
<b>GRAND TOTAL TEACHERS, MALE AND FEMALE</b> ... ..		1,499	119	519

**NOTES.**—One male and 2 female pupil teachers were employed in Provisional schools: they are included in this table among those employed in State schools.

Included among the Provisional school teachers are 24 classified teachers (12 males and 12 females) and 40 passed temporary teachers (23 males and 17 females) not enumerated among the classified teachers and passed temporary teachers above given.

During the year there were 6 male temporary teachers in charge of State schools.

All male head teachers were provided with residences, except 24, who received allowances for rent varying from £25 to £50 per annum.

Allowances for high cost of living in outside districts, varying from £10 to £98 per annum, were made to 89 male teachers; similar allowances, varying from £10 to £54 per annum, were made to 58 female teachers.

The capitation allowances of head teachers have ranged from £20 to £256 per annum for males, and from £13 to £134 per annum for females.

Assistant teachers with staff rank have received capitation allowances, varying from £8 to £105 in the case of males, and from £1 to £58 in the case of females.

Teachers have received the training fee of £5 per annum for each pupil teacher trained by them who has passed the annual general examination.

The emoluments of adult male teachers have ranged from £40 to £519, and those of adult female teachers from £20 to £363 per annum.

Drawing classes were conducted at Brisbane, Ipswich, Maryborough, Rockhampton, and Toowoomba for the benefit of teachers and pupil teachers: the instructors of these classes received £100, £30, £30, £30, and £30 per annum, respectively.

A teacher of gymnastics was employed at £100 per annum in connection with the Brisbane schools, and a drill instructor at Bowen at £20 per annum.



Table G.

DETAILED STATEMENT of SCHOOLS OPENED during the YEAR, together with such STATE SCHOOLS as were READ  
OPENING in JANUARY, 1891.

Localities.	Description.	Cost of Building.	Local Subscriptions received to 31-12-90.	Remarks.
		£ s. d.	£ s. d.	
STATE SCHOOLS.				
Breakfast Creek ... ..	Wood {	2,677 7 0	320 0 0	Cash } Opened 7-7-90.
Craiglie ... ..	"	900 0 0	180 0 0	For site } Opened 7-7-90.
Croydon ... ..	"	1,698 18 0	339 15 7	Prov. school build. used. Opened 10-7-7-90.
Emu Park ... ..	"	748 3 8	149 12 9	" 7-7-90.
Gin Gin ... ..	"	630 0 0	126 0 0	Opened 3-11-90.
Gomorrion ... ..	"	535 0 0	135 0 0	Allowed for Prov. sch. build. Opened 5-8-8-90.
Gowrie Little Plain ... ..	"	598 16 0	86 5 2	Cash } Opened 20-1-90.
Irvinebank ... ..	"	946 0 0	33 10 0	Credit for land } Opened 1-8-90.
Little Cabbage-tree Creek ... ..	"	783 10 0	189 4 0	Opened 1-8-90.
Mount Kent ... ..	"	590 0 0	157 14 0	" 7-8-90.
Terror's Creek ... ..	"	...	70 0 0	Allowed for Prov. school build. } Op
Thornton ... ..	"	662 15 0	48 0 0	Cash } 20.
Urangan ... ..	"	639 10 6	15 15 0	Re-opened 1-5-90.
			116 16 0	Allowed for furniture } Opened 1-4-90.
			25 0 0	Cash }
			102 18 1	Credit for land } Opened 20-10-90.
				Cash }
PROVISIONAL SCHOOLS.				
Airdale ... ..	...	...	...	Opened 2-9-90.
Alton Downs ... ..	...	...	...	" 10-2-90.
Ayr ... ..	...	...	...	" 1-5-90.
Belmont ... ..	...	...	...	" 20-1-90.
Branch Creek ... ..	...	...	...	" 27-5-90.
Bundamba, Upper ... ..	...	...	...	" 20-1-90.
Burpengary ... ..	...	...	...	" 27-1-90.
Cania ... ..	...	...	...	" 1-11-90.
Carney's Creek ... ..	...	...	...	" 6-10-90.
Chambers' Flat ... ..	...	...	...	" 27-10-90.
Cleveland, West ... ..	...	...	...	" 20-1-90.
Coleyville ... ..	...	...	...	" 21-7-90.
Cooran ... ..	...	...	...	" 21-7-90.
Darlington ... ..	...	...	...	" 17-11-90.
Deep Gully ... ..	...	...	...	" 28-7-90.
Dunellan ... ..	...	...	...	" 30-7-90.
Durham ... ..	...	...	...	" 22-8-90.
Gatton ... ..	...	...	...	" 1-10-90.
Geraldton ... ..	...	...	...	" 8-4-90.
Jimboomba ... ..	...	...	...	" 12-5-90.
Kirk River ... ..	...	...	...	" 1-10-90.
Loganholme ... ..	...	...	...	" 21-4-90.
Mary River Heads ... ..	...	...	...	" 1-7-90.
Monkey Waterholes ... ..	...	...	...	" 7-7-90.
Mount Eerwah ... ..	...	...	...	" 3-11-90.
Mount Leyshon ... ..	...	...	...	" 22-5-90.
Mount Shamrock ... ..	...	...	...	" 24-2-90.
Munna Creek ... ..	...	...	...	" 26-5-90.
Neardie ... ..	...	...	...	Re-opened 20-10-90.
Owanyilla ... ..	...	...	...	Opened 13-10-90.
Pikedale No. 1 ... ..	...	...	...	" 24-2-90.
Pikedale No. 2 ... ..	...	...	...	" 17-2-90.
Wivenhoe ... ..	...	...	...	" 15-9-90.
Woodstock ... ..	...	...	...	" 8-9-90.
READY FOR OPENING.				
State Schools.				
Cumberland ... ..	Wood ...	1,164 0 0	232 16 0	Cash.
Dinmore ... ..	"	608 10 0	61 0 0	Credit for land.
Harrisville ... ..	"	784 4 0	60 0 0	Cash.
Sunbury ... ..	"	699 10 0	72 12 10	Credit for land, &c.
Woodview ... ..	"	573 0 0	84 4 0	Allowed for old provisional school build
			139 18 0	Cash.
			65 0 0	
			49 12 0	

J. W. C. DRANE,  
Account

Table H.

; with PARTICULARS, of SCHOOLS in COURSE of ERECTION, or in reference to which Action was taken during the Year 1890.

Localities.	Description.	Estimated Attendance	Cost, or Estimated Cost.	Local Subscriptions.	Remarks.
			£ s. d.	£ s. d.	
<b>STATE SCHOOLS.</b>					
ack ... ..	Wood	60	725 0 0	{ 50 0 0 95 0 0	Allowed for old Provisional } In course of school buildings } erection. Cash ... ..
d ... ..	"	140	...	...	In abeyance, awaiting decision of site.
ple Creek ... ..	"	40	534 0 0	85 0 0	Allowed for old Provisional school buildings; tenders invited.
Valley ... ..	"	...	...	...	Attendance does not warrant a State school.
reck ... ..	"	35	600 0 0	{ 104 0 0 6 0 0	Cash ... .. } Plans Allowed for land (two acres) } approved.
den, North ... ..	"	40	1,020 0 0	...	Usual forms sent.
Creek ... ..	"	80	...	...	Awaiting local subscriptions.
Beppo ... ..	"	30	...	...	Site not yet granted.
Creek ... ..	"	...	...	...	Site not yet granted.
bourne ... ..	"	...	...	...	Usual forms sent.
n's Creek ... ..	"	...	...	...	Attendance does not warrant a State school.
<b>PROVISIONAL SCHOOLS.</b>					
nodation Creek ... ..	...	...	...	...	District inspector for report.
ille ... ..	...	...	...	...	District inspector for report.
ine ... ..	...	...	...	...	Usual forms sent.
m ... ..	...	...	...	...	School approved, usual information supplied.
Creek ... ..	...	...	...	...	District inspector for report.
Flat ... ..	...	...	...	...	Awaiting a suitable site.
... ..	...	...	...	...	Usual forms sent.
Downs ... ..	...	...	...	...	Attendance does not warrant the appointment of a teacher.
ena ... ..	...	...	...	...	Usual forms sent.
Creek ... ..	...	...	...	...	Usual forms sent.
ign Creek ... ..	...	...	...	...	Awaiting suitable site.
ton ... ..	...	...	...	...	School approved, usual instructions given.
inia ... ..	...	...	...	...	Half-time school, approved in connection with Kunioon.
a ... ..	...	...	...	...	School approved, usual instructions given.
r ... ..	...	...	...	...	Awaiting site.
abin ... ..	...	...	...	...	Attendance does not warrant a school.
ll ... ..	...	...	...	...	Awaiting site.
ale (Cambooya) ... ..	...	...	...	...	School approved, committee to report when buildings are completed.
la ... ..	...	...	...	...	Awaiting completion of buildings.
rn Scrub ... ..	...	...	...	...	School approved, usual forms sent.
Hill ... ..	...	...	...	...	Usual forms sent.
agle ... ..	...	...	...	...	Attendance does not warrant a school.
llan ... ..	...	...	...	...	Awaiting completion of buildings.
ree Goldfield ... ..	...	...	...	...	Usual forms sent.
Vale (Gladstone) ... ..	...	...	...	...	Usual forms sent.
a Siding ... ..	...	...	...	...	Usual forms sent.
n ... ..	...	...	...	...	Half-time school, approved in connection with Coolabunia.
r ... ..	...	...	...	...	School approved, usual information supplied.
one (Palmer Goldfield) ... ..	...	...	...	...	Awaiting completion of buildings.
lla ... ..	...	...	...	...	Attendance does not warrant a school.
ig ... ..	...	...	...	...	School approved, usual forms sent.
Campbell ... ..	...	...	...	...	Awaiting site.
aby ... ..	...	...	...	...	Usual forms sent.
se Creek ... ..	...	...	...	...	Usual forms sent.
Creek (Laidley) ... ..	...	...	...	...	Usual forms sent.
's Creek ... ..	...	...	...	...	School approved, and site applied for.
Creek ... ..	...	...	...	...	Teacher about to be appointed.
abend... ..	...	...	...	...	Awaiting appointment of teacher.
ry (Tallebudgera) ... ..	...	...	...	...	Usual forms sent.

J. W. C. DRANE,  
Accountant.

Table I.  
IMPORTANT ADDITIONS AND REPAIRS.

School.	Nature of Work.	Cost.	Local Subscriptions.
		£ s. d.	£ s. d.
STATE SCHOOLS.			
Aramac	Additions to residence	88 10 0	17 14 0
Blackstone	Playshed	93 0 0	18 12 0
Beaudesert	Ditto	75 14 0	15 2 10
Ditto	Fencing and gates	63 0 0	12 12 0
Burketown	Playshed	135 0 0	27 0 0
Bulimba	Improvements and repairs	98 0 0	
Bundamba, Lower	Iron roof	67 0 0	
Bundaberg, South (Boys')	Removal of buildings to new site	625 0 0	
Ditto	Teacher's residence	542 0 0	
Ditto (Girls')	New school for girls	2,600 0 0	
Bowen Bridge road	Fencing and gates	92 7 0	18 9 5
Breakfast Creek	Fencing	82 10 0	15 0 0
Cardwell	Fencing and gates	69 10 0	13 18 0
Caboolture, North	Playshed	70 0 0	14 0 0
Cooktown (Girls')	Additions to school	691 15 0	
Cawarral	Ditto	345 0 0	
Charters Towers (Girls')	Residence for female teachers	283 0 0	
Craiglie	Additions to school	100 18 6	
Cardwell	Re-erecting buildings after cyclone	121 18 0	
Cairns	Repairs, painting, &c.	71 4 8	
Dugandan	Fencing and gates	82 15 0	16 11 0
Eagle Farm	Additions to school	381 10 0	
Esk	Kitchen and servant's room	69 12 0	13 18 5
Fernvale	Teacher's residence	298 0 0	57 12 0
Fortitude Valley	Teacher's room	70 0 0	14 0 0
Grandchester	Fencing and gates	55 18 0	11 3 7
Gomorrion	Ditto	86 0 0	17 4 0
Ditto	Kitchen and covered-way, &c.	87 5 0	17 9 0
Glencoe	Ditto	85 19 0	
Gympie One-Mile	Playshed	92 10 0	18 10 0
German Station	Ditto	83 10 0	15 3 7
Geham	Repairs	53 0 0	
Glenmore	Kitchen and covered-way	65 0 0	13 0 0
Herberton	Additions to school	375 0 0	
Hermitage	Fencing and gates	72 0 0	14 8 0
Homebush	Playshed	63 10 0	12 14 0
Indooroopilly	Additions to residence	94 18 0	
Kolan, South	Kitchen, servant's room, &c.	89 10 0	17 18 0
Kelvin Grove	Teacher's room	79 0 0	15 16 0
Ditto	Additions to girls' school	669 6 6	
Kangaroo Point	Fencing and gates	114 5 6	
Lytton	Additions to school	195 0 0	
Leichhardt street	Levelling school ground	132 17 0	25 14 2
Laidley, North	Fencing and gates	81 0 0	16 4 0
Loganholme	Repairs and painting	91 0 0	
Little Cabbage-tree Creek	Playshed	68 15 6	13 15 1
Murphy's Creek	Repairs, painting, and gates	129 0 0	1 12 0
Mackay	Additions to residence	140 0 0	
Mundingburrah	Additions to school and residence	780 0 0	
Mount Brisbane	Additions to residence	67 10 0	
Ditto	Improvements, repairs, and painting	76 17 6	1 10 0
Mount Walker	Repairs	72 10 0	
Ditto	Playshed	74 10 0	14 18 0
Mackay	Draining school grounds	165 0 2	
Mount Kent	Fencing and gates	104 15 0	20 19 0
Monkland	Additions to residence	149 0 0	29 16 0
Mackay	Painting girls' and infants' school	82 15 0	
Normal	Relaying floors	35 0 0	
Newtown	Additions to residence	61 18 0	
Nanango	Back veranda and lavatories	49 10 0	9 18 0
Normanton	Repairs	68 19 0	
Port Douglas	Additions to school	236 7 7	
Pioneer's Rest	Re-erecting school after flood	50 0 0	
Port Douglas	Purchase of residence	250 0 0	
Plainview	Kitchen, servant's room, and covered-way	100 0 0	20 0 0
Petrie terrace	Fencing and gates	151 3 0	30 4 7
Port Douglas	Veranda, repairs, painting, &c.	168 0 0	6 0 0
Roma	Additions to school	742 0 0	
Ditto	Improvements to teacher's residence	128 7 0	
Ross Island	Lining residence, painting, &c.	69 0 0	4 16 0
Rockhampton, North	Painting	50 0 0	
Rosevale	Kitchen, covered-way, &c.	158 0 0	31 12 0
St. George	Improvements and repairs	125 6 0	13 6 0
Sandgate	Additions to school	548 10 0	
Springsure	Painting school	49 0 0	
Sherwood	Iron roof to school	79 10 0	
Surat	Improvements and repairs	78 15 0	2 10 0
Toowoomba, East	Additions to school	479 0 0	
Ternor's Creek	Teacher's residence	296 0 0	59 4 0
Toowoomba, East	Residence	484 0 0	
Ditto North	Ditto	484 0 0	
Thornton	Fencing and gates	86 17 10	13 7 7
Townsville	Additions, new school for girls and infants	3,091 0 0	
Thursday Island	Playshed, kitchen, bathroom, &c.	123 0 0	24 12 0
Toowoomba, South (Girls')	Iron roof	85 0 0	
Tantitha	Fencing and gates	63 5 0	12 13 0
Townsville, West	Asphalting play-shed, painting fence	66 17 6	13 7 6
Umihrom	Improvements, repairs, painting, &c.	78 5 0	12 8 0
U	Fencing and gates	59 19 4	11 19 10
W	Additions to residence	62 0 0	12 8 0
	Painting	140 8 0	
	Iron roof and repairing fences	109 17 0	
	Fencing and gates	211 0 0	42 1 0
	Repairs and painting	78 0 0	

J. W. C. DRANE,  
Accountant.



Table K.

ST of RECEIPTS and DISBURSEMENTS for the YEAR ended 31st DECEMBER, 1890 (parts of Financial Years 1889-90 and 1890-91).

RECEIPTS.	£	s.	d.	£	s.	d.	DISBURSEMENTS.	£	s.	d.	£	s.	d.
Amount received Treasury, from January to 31st December, 1890 (on account of Parlia- mentary Appropri- ation ... ..	232,928	11	10				By DEPARTMENT— Salaries of Officers ... ..	3,648	11	7			
							Contingencies ... ..	677	14	2	4,326	5	9
							" INSPECTION— Salaries of Officers ... ..	4,750	0	0			
							Contingencies ... ..	1,977	10	11	6,727	10	11
Local Subscrip- tion ... ..	3,229	3	11				" SPECIAL INSTRUCTION— Drawing Masters (6) ... ..	239	10	0			
							Contingencies ... ..	1	13	6	241	3	6
Contractors' De- bts Forfeited ...	116	4	10				" DEBIL— Instruction ... ..				160	10	3
				236,274	0	7	" STATE SCHOOLS— Salaries of Teachers and Pupil Teachers ... ..	110,344	2	4			
							Capitation ... ..	28,457	14	11			
							In lieu of Residence ... ..	998	7	6			
							Instruction of Pupil Teachers ... ..	1,505	4	0			
							Travelling Expenses ... ..	1,004	10	2			
							School Requisites ... ..	1,690	19	7			
							Incidentals (cleaning closets and schools, postage, &c.) ... ..	2,962	13	4			
							Buildings, Repairs, Furni- ture, &c. ... ..	37,541	7	1			
							Ditto Supervision—Salaries ... ..	1,085	0	0			
							Ditto Travelling Expenses and Contingencies ... ..	430	4	2	186,020	3	1
							" ADVERTISING ... ..				450	13	0
							" PROVISIONAL SCHOOLS— Allowances to Teachers and School Requisites ... ..				21,023	9	1
							" SCHOLARSHIPS AND EXHIBI- TIONS TO UNIVERSITIES— Scholarships to Grammar Schools ... ..	2,083	4	0			
							Exhibitions to Universities ... ..	975	0	0			
							Travelling Expenses and Contingencies ... ..	114	18	0	3,173	2	0
							" GRAMMAR SCHOOLS— Brisbane Endowment (Boys') ... ..	1,000	0	0			
							" " (Girls') ... ..	1,000	0	0			
							Ipswich " ... ..	1,000	0	0			
							Toowoomba " ... ..	1,000	0	0			
							Maryborough " (Boys') ... ..	1,000	0	0			
							" (Girls') ... ..	1,000	0	0			
							Maryborough (Girls) Build- ing Endowment ... ..	2,000	0	0			
							Rockhampton Endowment (Boys) ... ..	1,000	0	0	10,000	0	0
							Townsville Endowment ... ..	1,000	0	0			
							" TECHNICAL EDUCATION— Brisbane School of Arts ... ..	600	0	0			
							Bundaberg " ... ..	33	16	6			
							Maryborough " ... ..	250	0	0			
							Toowoomba " ... ..	97	15	9			
							Rockhampton " ... ..	250	0	0	1,231	12	3
							" MUSEUM— Salaries ... ..	1,423	0	0			
							Purchase of Specimens ... ..	573	4	3			
							Library ... ..	446	9	7			
							Fittings and Maintenance ... ..	164	14	8			
							Standards of Weights and Measures ... ..	72	2	3	2,679	10	9
							" PHARMACY ... ..				100	0	0
							" RESUMPTION OF LAND AT CHARTERS TOWERS ... ..				110	0	0
				£ 236,274	0	7					£ 236,274	0	7

J. W. C. DRANE,  
Accountant.

Estimates-in-Chief	...	25,000 0 0	30,000 0 0	...	30,000 0 0				
Supplementary Estimates	...	5,000 0 0		Buildings	...	...			
Estimates-in-Chief	...	1,135 0 0	1,243 6 8	Ditto	Supervision Salaries	...	1,243 6 8		
Supplementary Estimates	...	108 6 8		Ditto	Travelling Expenses and Contingencies	...	500 0 0	5 13 0	
Estimates-in-Chief	...	450 0 0	500 0 0	Advertising	...	...	494 7 0		
Supplementary Estimates	...	50 0 0		Provisional Schools	...	...			
Estimates-in-Chief	...	20,300 0 0	20,854 11 10				20,854 11 10		
Supplementary Estimates	...	554 11 10		GRAMMAR SCHOOLS—					
Estimates-in-Chief	...	...	2,314 0 0	Exhibitions—Scholarships	...	...	2,119 8 6	194 11 6	
Ditto	...	...	150 0 0	Ditto	Contingencies	...	101 16 0	48 4 0	
Forward from 1888-89	...	900 0 0							
Estimates-in-Chief (Schedule D.)	...	125 0 0	1,025 0 0	Ditto	To Universities	...	900 0 0	...	125 0 0
Ditto	...	...	1,000 0 0	Brisbane (Boys') Endowment	...	...	1,000 0 0		
Ditto	...	...	1,000 0 0	Ditto (Girls) ditto	...	...	1,000 0 0		
Ditto	...	...	1,000 0 0	Ipswich Endowment	...	...	1,000 0 0		
Ditto	...	...	1,000 0 0	Toowoomba Ditto	...	...	1,000 0 0		
Ditto	...	...	1,000 0 0	Maryborough (Boys') Endowment	...	...	1,000 0 0		
Ditto	...	...	1,000 0 0	Ditto (Girls) ditto	...	...	1,000 0 0		
Ditto	...	...	1,000 0 0	Rockhampton Endowment	...	...	1,000 0 0		
Ditto	...	...	1,000 0 0	Townsville ditto	...	...	1,000 0 0		
TECHNICAL EDUCATION—									
Estimates-in-Chief	...	...	600 0 0	Brisbane School of Arts	...	...	600 0 0		
Supplementary Estimates	...	...	250 0 0	Bundaberg ditto	...	...	250 0 0		
Ditto	...	...	250 0 0	Maryborough ditto	...	...	250 0 0		
Ditto	...	...	250 0 0	Rockhampton ditto	...	...	250 0 0		
Ditto	...	...	250 0 0	Townsville ditto	...	...	250 0 0		
MUSEUM—									
Estimates-in-Chief	...	...	1,423 0 0	Museum—			1,423 0 0		
Ditto	...	500 0 0		Salaries...	...	...			
Transfer from "Maintenance of Buildings"	...	30 0 0							
Estimates-in-Chief	...	300 0 0	530 0 0	Purchase of Specimens	...	...	526 6 8	3 13 4	
Forward from 1888-89	...	153 6 5							
Estimates-in-Chief	...	200 0 0	453 6 5	Library	...	...	429 13 10	23 12 7	
Transfer to "Purchase of Specimens"	...	30 0 0							
Supplementary Estimates	...	...	170 0 0	Maintenance of Building	...	...	163 0 2	6 19 10	
	...	...	103 15 0	Standards of Weights and Measures	...	...	103 15 0		
PHARMACY—									
Estimates-in-Chief	...	...	100 0 0	Pharmacy—			100 0 0		
TOTAL	...	...	224,583 1 4	TOTALS	...	£	223,017 9 0	351 1 10	314 10 6

J. W. C. DRANE, Accountant.





Table O.  
SUCCESSFUL COMPETITORS FOR EXHIBITIONS TO UNIVERSITIES.

Year.	Name in order of Merit.	School.	University Attended.	Remarks.
1878	1. Byrnes, Thomas Joseph ...	Brisbane Grammar School ...	Melbourne	Gained a State School Scholarship, December, 1873, standing first in rank of competitors. Gained the Open Exhibition for English and History, and the Classical Exhibition of £50 for Candidates of the first year at Melbourne University, 1879. First Class Classical Honours in L.A. Degree, and University Law Scholarship at Melbourne University, 1883.
	2. Francis, Richard Powell ...	ditto ...	Oxford ...	Gained a Mathematical Exhibition of £40 a-year for four years in Balliol College, Oxford, 1879. Second Class Honours Mathematical Moderations, 1881, and Third Class Honours Mathematical Finals, 1883. Appointed a Master in the Brisbane Grammar School for Boys, January, 1885.
	3. Black, Ernest ...	ditto ...	Edinburgh	Gained a State School Scholarship, December, 1873, and matriculated with credit at Edinburgh University, 1879.
1879	1. Woodcock, John ...	ditto ...	Sydney ...	Gained a State School Scholarship, December, 1874. Gained First Exhibition of £50 at Sydney University Matriculation, 1880; £50 Scholarship for Mathematics, 1881; and Gold Medals for Essay and English Verse; £50 Scholarship for Natural Science, 1882; Belmore Medal for Agricultural Chemistry; Second Class Honours in Mathematics and Science, B.A. Examination, 1883.
	2. Love, Wilton Wood Russell ...	ditto ...	Edinburgh	Sydney Senior Prizeman, 1879. Gained First Exhibition at Matriculation, Edinburgh University, 1880. University Medal for Materia Medica, First Class Certificates in Anatomy and Physiology, 1883. M.B. and C.M. Degrees, with Honours, 1884.
	3. Ross, Benjamin Atkinson ...	ditto ...	Oxford ...	Gained a State School Scholarship, December, 1874. Matriculated at Balliol College, Oxford, 1880. Second Class Honours, History Schools, B.A. Examination, 1883. Second Class Honours, Jurisprudence, 1884. First Class Honours, B.C.L., Oxford, 1885.
1880	1. Wheeler, James Alfred ...	Ipswich Grammar School ...	London ...	Matriculated First Class at London University, in 1881. First Class in Chemistry, 1882. M.R.C.S., England, 1887; M.B. (First Class) and B.Sc., London.
	2. Jones, Thomas Edward ...	Brisbane Grammar School	Sydney ...	Gained a State School Scholarship, December, 1874. Sydney Junior University Prize, 1878. Won Third Exhibition of £50, at Sydney Matriculation, 1881. First Class in Classics and Mathematics, 1882. First Class in Classics, and Second in Mathematics, 1883. Second Class Classics, Third Class Mathematics, B.A. Examination, 1884. Appointed a Master in the Brisbane Grammar School for Boys, April, 1885.
	3. Carosso, Arthur Benjamin	ditto ...	ditto ...	Gained a State School Scholarship, December, 1876. Matriculated at Sydney, with First Class Honours in all subjects, 1881. First Class in Science, and second year "Want" Science Scholarship of £50, 1883. Second Class Science, B.A. Examination, 1884. Appointed a Master in the Brisbane Grammar School for Boys, April, 1884. Edinburgh University, First Class in all Subjects for First Year, 1889.
1881	1. Power, George Washington	ditto ...	Melbourne	Gained a State School Scholarship, 1876. Sydney Junior University Prize, 1879. Sydney Senior University Prize and "John West" Medal, 1881. Open Scholarship of £50 at Trinity College, and Medal for Latin Prose, Melbourne, 1883. University Exhibition for Classics, 1884. University Exhibition for French and German, 1885. University Scholarship for Classics and Philosophy for Third Year, and First Class in Classics, 1886. L.L.B. Degree, University Scholarship for Law, 1888.
	2. Liddle, Percy Herbert	ditto ...	ditto ...	Gained a State School Scholarship, 1876. Open Scholarship of £50 at Ormond College, Melbourne, 1883. Second Class Honours in Medicine, 1884 and 1885. M.B. Degree, 1887.
	3. Sydes, Edward John	Ipswich Grammar School ...	ditto ...	Gained a State School Scholarship, 1876. Matriculated at Melbourne University, 1882. Third Class Honours in First Year Arts, October, 1882. Scholarship in History at Ormond College, Melbourne, 1886. Scholarship in Political Economy, Ormond College. M.A. and B.L.L. Melbourne; and Barrister-at-Law, Queensland.

Anyone reviewing the statistics of this Department must be struck by the growth of the provisional school part of our work, the percentage of provisional schools to State schools having more than doubled since the formation of the Department, and being now fully 45 per cent. This shows that the Department is meeting, by the only means in its power, the increasing demand of outlying and isolated knots of settlers for educational facilities for their children, and if the quality of the education given by these schools is not all that can be desired, it is many degrees better than none at all, and there is plenty of proof that, such as it is, it is eagerly welcomed and greatly appreciated. The quality of provisional school teachers also is improving, by the appointment, with growing frequency, of persons who have passed examinations up to and inclusive of that for admission as teacher of the third class, and who have had more or less training and experience as pupil teachers and teachers. Such provisional school teachers as have proved their skill and have passed the classification examination may expect transfer to State schools as opportunity serves, and will be recommended accordingly in preference to persons not in the service.

There are some peculiar features in connection with the statistics of attendance for 1890. The net enrolment does not show an increase at all equal to that of former years; and the average attendance in State schools actually shows a small decrease in comparison with the previous year. This is curious, and so far unprecedented, except in 1882, when a slight decrease was caused by the prevalence of measles and whooping cough. The state of our schools has been frequently noticed as being a good index of the state of the country, and there can be no doubt that 1890 was an exceptional year in respect of bad weather, floods, and sickness, including influenza and scarlatina, which must be held responsible for the poor attendance.

Following on the irregular attendance as a natural consequence, is, as the statistics show, an increase in the average age of all the classes except the fifth, which may be regarded as composed of a number of exceptional children, not large enough to affect the general average. This, no doubt, means retardation of promotions. It would be pleasing to have a firm assurance that the unusual circumstances of the year were wholly to blame for whatever stoppage of progress is implied in the figures referred to, and that none of it is due to wilful keeping back of the pupils by the teachers "till the inspector comes round," under the impression that by so doing they will somehow get a better report and gain some credit. As, of course, every inspection has, or should have, for its object to find out the relation of the work done to the work required, the same skill and energy should secure the same estimate of merit or demerit, at whatever stage of progress the pupils are in the work of their class, and it should be easy for the inspectors to dissipate any such impression as that just referred to—i.e., the inspection is bad if, other things being equal, it gives a better report of a school simply because it happened at a time when the pupils had been longer in class. In this connection it seems needful to emphasise once more, for the sake of some of the teachers and to strengthen the hands of the visiting inspectors, that the figures in our inspectors' reports, in that part of them which has come to be called the "result sheet," are not in any way the equivalent of the "results" in those countries in which obtains "payment by results," the former being merely a short mode of expressing the inspector's opinion of how certain work was done, while the latter are the exact numerical equivalent of the number of pupils who, under certain specified conditions, answered certain questions. There is absolutely no valid excuse, in this service, for a teacher not promoting a child who is ready for promotion at the end of a quarter, and that a teacher should not push on the pupils as fast as they are ready to go is both a crime and a blunder.

There is no doubt that the quality of our teaching staff is improving as time goes on. At the date of the institution of the Department, fifteen years ago, the teachers were almost equally divided among the three kinds—namely, classified teachers, pupil teachers, and adults not classified. Now, the proportion is 54 per cent. of classified teachers, 27 per cent. of pupil teachers, and the remaining 19 per cent. of unclassified adults, the last-named being almost all employed in provisional schools. There ought to be better teaching and management in our schools all round now than there was then, and I believe it is so.

The number of teachers and pupil teachers who got promotion in 1890 was 519 in all, or fully 40 per cent. of all the pupil teachers and classified teachers. Those promotions involved an increase, including increase in capitation allowances, of nearly £8,900 paid in salaries to teachers, though the increase in the number of teachers during the year was only six. There is here an element of departmental expenditure proceeding in ordinary course under the present regulations which is independent of control so long as the present regulations and practice continue in operation. It attracts attention and suggests inquiry as to whether it should go on in these times of financial straits under urgent pressure to keep down expenditure and reduce the number of teachers as much as the schools can bear.

The effect of the recent change in regard to the examination for admission as teacher of the second class is very marked. It is now allowable to take the examination piecemeal, and candidates have been allowed to come up for examination in only the subjects in which they have previously failed, every subject passed reckoning towards the complete pass, instead of, as formerly, being required to come up afresh in every subject after previous partial failure. There can be no doubt that the change has been appreciated by teachers, as eighty-three candidates for this examination presented themselves in December, 1890, while twenty-nine is the greatest number examined for Class II. in any previous year. The result of the change may not be altogether good from an academic point of view, but the evident encouragement thus given to teachers, and the stimulus thereby imparted, should react wholesomely on the service.

It

It may be seen from the statistical tables that no fewer than 480 candidates—i.e., 45 per cent. of the whole number of examinees who sat at the last annual general examination of teachers and others, were persons not in the service of the Department, and not employed in schools under the inspection of the Department. These candidates sat, for the most part, for examination for admission as pupil teacher of the first class, a good many for admission as pupil teacher of the second class, and a few for admission as pupil teacher of the third class, or for admission as temporary teacher. Considering that the examination of these candidates involves the reading and valuing of about 2,200 examination papers, and is mostly waste labour, only 2 or 3 per cent. of the candidates being subsequently employed, and that most of those of them who pass apply for employment, and urgently press upon the Department services which are not needed, it might be well to consider whether our examination should not be confined to persons in the service, except for the few not in the service whose appointment is desirable and necessary.

It is noticeable and rather curious that while the number of male candidates for grammar school scholarships in December, 1890, was 150—the same as in the previous year—the number of female candidates is double that of the previous year—71 to 35. The increase may be due to a contemplated increase in the number of grammar schools for girls, or it may merely be the increasing desire of parents and teachers to push forward bright girls to an examination which, if successfully passed, is an intellectual honour in its way, and the pass certificate for which may be used as a sort of diploma, exhibiting a certain amount of intellectual capability and acquirements.

The new regulations are still under consideration by the Minister. The main part of the work of revision was done more than a year ago; but some important matters of principle as well as alterations of detail are still occupying attention. It is a pity that the new regulations could not have been brought into operation from the beginning of the current year. For many months the departmental administration has been, to some extent, hampered by the existing transition state in the endeavour to avoid action on the old lines, which will not be in accord with the new rules, and will form vested interests which require to be conserved; and also in the endeavour to anticipate some of the provisions of the new regulations, so as to enable us to carry on. There is reason to believe that the application of the new regulations to the working of the Education Act, so far as their provisions are already approved, will result in increased efficiency and greater economy.

I have, &c.,

D. EWART,  
General Inspector.

The Under Secretary.

DOWNS



## DOWNS DISTRICT, NORTHERN DIVISION.

### REPORT OF MR. DISTRICT INSPECTOR KILHAM.

Toowoomba, March, 1891.

SIR,—I have the honour to submit my general report for the year 1890.

#### DISTRICT.

**LIMITS.**—The district assigned to me during the year 1890 was the Northern Downs, extending from Toowoomba on the east to Winderah in the west, a distance of 600 miles in round numbers, and including the schools to the north of the Western Railway line as far as Tambo, and south of the Railway as far as St. George, Cunnamulla, and Thargomindah, or about 200 miles from north to south.

**SCHOOLS IN OPERATION.**—The schools in operation in this district at the close of the year were:—

State school for Boys only...	...	...	...	...	...	...	...	3
" " " Girls only...	...	...	...	...	...	...	...	1
" " " Girls and Infants	...	...	...	...	...	...	...	2
" " " Infants only	...	...	...	...	...	...	...	1
" " " Boys, Girls, and Infants (mixed)	...	...	...	...	...	...	...	25
Total number of State schools								32
Provisional schools	...	...	...	...	...	...	...	26
Roman Catholic schools for Boys only	...	...	...	...	...	...	...	1
" " " " Girls and Infants	...	...	...	...	...	...	...	3
Total number of schools								62

No new schools, State or Provisional, were applied for in this district during the year.

**APPORTIONMENT OF TIME.**—From the beginning of the year until the first week in April was spent in reporting, valuing examination papers, attending Civil Service inquiry at Emerald, and writing my annual report.

**INSPECTION.**—After three weeks' leave of absence I commenced the work of inspection in Roma on the 28th April. From this date until the end of the school year, deducting Sundays and holidays, 190 days were available for work in the field. These days were employed as follows:—Inspecting, 100 days; travelling, 51 days; reporting and drafting examination papers, 39 days. The distance travelled during the year was 6,233 miles—viz., by steamer, 944 miles; by rail, 3,142; by coach, 1,540; and by buggy, 607 miles.

I inspected in detail and reported fully on 31 State schools, 15 Provisional schools, and four Roman Catholic schools; visited two schools which were not examined, and held investigations of complaints against the teachers at 3 schools. The drawing class held in Toowoomba for the instruction of pupil-teachers was also inspected once during the year. The State school at Maida Hill was not inspected, owing to wet weather and heavy roads at the time I was in that part of my district. The following Provisional schools were also not inspected for want of time, viz.—Augathella, Black Gully, Bollon, Bungeworgorai, Bunya Sawmills, East Prairie, Eulo, Irvingdale, Nellybri, Rosalie Plains, and West Prairie. Twelve days were occupied in inspecting 4 Roman Catholic schools (containing 640 children) not under the department.

#### MATERIAL ORGANIZATION.

The floor space provided in State schools in this district is 34,096 square feet, which affords accommodation for 3,409 children. This is more than sufficient for the number in ordinary attendance, and nearly adequate for the number enrolled. Some schools, however, have more space than they require, while others are insufficiently provided. The schools reported as requiring more accommodation for teaching purposes are Chinchilla, East Toowoomba, Jondaryan, Roma, St. George, and Toowoomba Infants. Although the schoolroom at Roma was enlarged at the beginning of the year, yet another class-room is required for the increased attendance. The two rooms now provide for 190 children, but 257 were present at inspection, and the enrolment is over 300. East Toowoomba has 372 on roll, 348 present at inspection, with floor space for 310. Chinchilla has 80 on roll, 77 examined, and accommodation for 43. Jondaryan 86 on roll, 60 examined, and accommodation for 48. St. George an enrolment of 142, present at inspection 121, with floor space for 98. An additional class-room is necessary at the North Toowoomba (Girls' School, where 120 infant children are crowded into space sufficient for only 37.

The school buildings are generally in very good condition. The roof at South Toowoomba Girls' School was repaired shortly after the inspection. New residences have been erected for the teachers at North Toowoomba (boys) and East Toowoomba. The residence at Taroom is too small for the present teacher's family, and the one at Dalby is suffering from the ravages of white ants. Teachers' residences are required at South Toowoomba (boys) and Morven. A new chimney is needed at the teacher's residence at Gowrie Road School. Only two Provisional schools are provided with residences—viz., Jimbour and Hodgson, which was formerly a State school.

Furniture,

Furniture, apparatus and other requisites for teaching are fully supplied, any deficiency in this respect having been provided at the time of inspection. A sum of £29 16s. was authorised by me for minor repairs in fourteen State schools during the year.

The grounds of nearly all the State schools have been improved by tree planting on Arbor day, but at only seventeen have flower gardens been formed. The following schools have been more or less successful in this respect:—Charleville, Dalby (boys), Glencoe, Gowrie Creek, Gowrie Junction, Gowrie road, Jondaryan, Oakey Creek, Roma, Surat, Taroom, East Toowoomba, Middle Ridge, North Toowoomba (girls), South Toowoomba (boys), South Toowoomba (girls and infants), and Yeulba. The schools at Yeulba, Surat, Roma, Jondaryan, North Toowoomba (girls), and South Toowoomba (boys, girls, and infants), deserve special mention for the care and assiduity which have been devoted to the cultivation of flowers: in some instances the work has been done entirely by the children. No gardens have been formed at Provisional schools as none of the grounds are enclosed by a fence. The State schools at Chinchilla, Morven, and Gowrie Little Plain are unenclosed. At the latter, which is a new school, fencing material is on the ground and the fence will be erected shortly. Fifteen State school grounds are not yet supplied with play-sheds, namely—Cattle Creek, Chinchilla, Condamine, Glencoe, Gowrie Creek, Gowrie Junction, Gowrie Little Plain, Gowrie road, Miles, Morven, Oakey Creek, Taroom, Toowoomba East, Middle Ridge, and Warra. Gymnastic apparatus was found at Roma, Tambo, and South Toowoomba (boys) only. Lavatories and hat-rooms have not yet been supplied at Cattle Creek and Morven. The offices are generally reported as clean and in good condition, but urinals are still wanted at Morven, Taroom, and Dalby (infants). All State and Provisional schools are supplied with tanks for water storage with the exception of Adavale, Thargomindah, and Windorah.

#### INTERNAL ORGANIZATION.

**STAFFS.**—The average strength of staff in State schools examined is twenty-five pupils to each teacher, and ranges from twelve pupils in Warra to forty at Morven, thus the staff may be considered strong in every school in the district, for the average in Provisional schools is only fifteen to each teacher. In five State schools the staff consists of the head teacher only; in ten the head teacher is assisted by one or two pupil-teachers; in seven, by one to three assistant teachers; while in nine schools assistants and pupil-teachers are both employed. No school in the district, however, contains more than two pupil-teachers. One hundred and sixty-two teachers were employed during the year, 109 of these being in State schools, 26 in Provisional, and 27 in Roman Catholic schools. The 162 teachers are classified as 62 head teachers, 54 assistants, and 46 pupil-teachers. Tables A and B give the classification of teachers in State schools more minutely.

The professional capacity of the thirteen assistants and ten pupil-teachers employed and trained in Roman Catholic schools is not reported on to the Department. In summarising the marks given for professional ability of head teachers in State schools, I find that, for *Industry*, 8 obtained excellent, 19 very good, 3 good, and 1 moderately fair; for *Discipline*, 9 excellent, 11 very good, 5 good, 5 very fair, and 1 fair; for *Skill in teaching*, 10 very good, 8 good, 8 very fair, 4 fair, and 1 very moderate; for *Organizing power*, 6 good, 8 very fair, 6 fair, 6 moderately fair, and 5 moderate. The weakest points in the organizing power of a teacher are displayed in the classification of pupils (which will be commented on under that head), in the construction of time tables and in the distribution of the staff. It is evident that the Department does not pay assistant teachers high salaries to do work which can be done equally well by pupil-teachers at half the cost, yet in eighteen schools in this district I find them so employed. Assistants, as I have frequently remarked in these reports, should be placed in charge of sections of the school, and should be held responsible for the intellectual training of all the drafts or classes under their care, while the pupil-teachers or monitors who are assisting them should be intrusted with the more mechanical work of draft instruction, until by experience and increase of skill they are found capable of undertaking higher intellectual work.

There are 12 male assistant and 29 female assistant teachers employed in State schools. They are with few exceptions reported as industrious, conscientious, and painstaking. In reviewing the marks for assistant teachers, I find that for *Industry*, 8 obtained excellent, 25 very good, 4 good, 1 fair, and 2 moderate; for *Discipline*, 7 very good, 14 good, 7 very fair, 6 fair, 2 moderately fair, and 3 moderate; for *Skill in teaching*, 5 very good, 9 good, 15 very fair, 8 fair, 1 moderately fair, and 1 moderate. All are classified teachers except 4 females, 2 of whom are the wives of head teachers in charge of the schools where they are employed.

Table A.

TEACHERS IN STATE SCHOOLS.

Status.	Males.		Females.	
	Head Teachers.	Assistant Teachers.	Head Teachers.	Assistant Teachers.
Class I. ... ..	0	0	0	0
Class II. ... ..	17	3	2	0
Class III. ... ..	10	9	3	25
Unclassified ... ..	0	0	0	4
Total ... ..	27	12	5	29

TABLE

Table B.  
PUPIL-TEACHERS IN STATE SCHOOLS.

Status.	Males.	Females.
Fourth Class	1	12
Third Class	4	3
Second Class	2	5
First Class	1	4
On Probation	2	2
Total	10	26

In addition to the 36 pupil-teachers in State schools, there are 10 employed in Roman Catholic schools, and 8 candidates for employment in these schools. Pupil-teachers are employed in 19 State schools, in 12 of which 20 of them have been engaged for three or four years in teaching the lowest classes, except in one instance—at Roma—where a male pupil-teacher in his third year is permitted to teach a third class. The rule which existed in the early days of the Department, that pupil-teachers should pass through all classes in the school during their course, as part of their training in class management, appears to be completely forgotten or ignored, as they are now systematically kept for three and four years at the drudgery of instructing the lowest classes, mostly in mechanical work, which becomes very monotonous when repeated day by day for four years, as in the case of 13 out of the 20 pupil-teachers mentioned above. Can we be astonished that these young teachers become inert, perform their work in a perfunctory manner, and imbibe a distaste for their profession? The question presents itself in another aspect when we consider that the lowest classes, containing young children with undeveloped perceptive faculties, require experienced teachers to deal with them, and yet they are intrusted to the youngest and most inexperienced. This, no doubt, is one reason why 40 per cent., or nearly half the school, is found year after year in the first or lowest class. A trained teacher with a knowledge of the proper methods would advance these junior classes in half the time, and would, moreover, lay such a foundation of mental habits as to render the future education of the children sound and rapid. "Where the junior are well taught, all are well; when the junior are neglected, the senior classes, though chiefly attended to, are wanting in exactness and depth; for from the badness of the foundation, the entire superstructure partakes of weakness."

From the importance of the subject, I have thought it desirable to quote what English inspectors have said on this point. Mr. Moseley says:—"The instruction of the children who comprise the junior division is more important than any other function of the school, and, if it be properly attended to, no other useful subject of the school will be neglected." Mr. Fletcher reports:—"I am so convinced, indeed, that much of the indifference of the parent has the origin to which I allude (neglect of junior classes); that to do his duty by the 'little ones' would be my advice to any young master desiring as soon as possible to fill his school, and then to keep it full." Mr. Jones says:—"The lower classes are starved intellectually and neglected in education. I find very few masters, even among those who have gained certificates, capable of teaching the lower classes; and, as a general rule, I am dissatisfied with the instruction given to them." Dr. Newell says:—"An element of success will be found in teaching effectively the junior classes, whose progress is generally so slow. To this point the attention of managers and inspectors should be constantly directed. The senior classes are more showy, and with most persons are thought of more importance than the junior; but here, as in many other instances, the humblest work is most essential. The aim of the teacher should be to have all his classes properly prepared, but especially the junior classes, which constitute the majority."

It is not entirely in the interest and progress of the children that it is desirable to place them in more competent hands, but the pupil-teachers themselves would do better work, receive more training, and have greater variety of teaching, if employed in the middle and upper parts of the school, where it is necessary for them to seek out information, and to prepare lessons before they are given to the class. This would likewise materially assist in their studies, and tend to improve their intellectual powers, by giving them a firmer grasp of the subjects taught.

In very few schools are criticism lessons given regularly, or proper methods of instruction and class management pointed out to pupil-teachers, who, therefore, receive inadequate professional training to prepare them for their future duties.

Table C.  
TEACHERS IN PROVISIONAL SCHOOLS.

Sex.	Have passed no stated Examination.	Have passed the Examination for admission as a Temporary Teacher under the Department.	Have held the rank of Classified Teacher under the Department.
Males	6	2	0
Females	12	2	4*
Total	18	4	4

\* Two as pupil-teachers.

There are 26 teachers in charge of Provisional schools; 18 of these have passed no examination under the Department, and 2 only are classified in the 3rd Division of III. class; the other two, who have held rank of classified teachers, were pupil-teachers of the second class.

I am becoming more convinced every year that females are better adapted than male teachers to the management of Provisional schools, and an opening is formed in this direction for the surplus stock of female ex-pupil-teachers. On the whole, I am able to report that creditable work has been done by Provisional



Provisional school teachers; that the majority are conscientious in the discharge of their duties, and exercise a fair amount of skill in class instruction; but, for the want of professional training, they are generally weak in organising power. I find that for *Industry*, 1 obtained excellent, 12 very good, and 2 very fair; for *Discipline* 2 excellent, 5 very good, 6 good, 1 very fair, 1 moderate; for *Skill in teaching*, 1 very good, 4 good, 7 very fair, 1 fair, 1 moderately fair, 1 moderate; for *Organising power*, 3 very fair, 3 fair, 4 moderately fair, 3 moderate, 1 very indifferent, and 1 bad.

**PUPILS' ATTENDANCE.**—The enrolment in State and Provisional schools at the end of the quarter preceding inspection was 4,052—viz., 2,122 boys, and 1,930 girls. The total number of children examined in this district, including those in Roman Catholic schools, was 3,752—1,876 boys, and 1,876 girls. The average attendance in schools under the Department for the same period was 2,664.4, or 65.7 per cent. of the enrolment. The number of pupils who attended four days out of five during the quarter was 1,704 or 42 per cent., thus more than half the children on roll attend irregularly, being absent from school one-fifth of their time, while 556 are reported as attending less than sixty days in the half year, or are absent from school half their time. The true remedy for suppressing this irregularity is to put the compulsory clauses into force. Nor do I anticipate any difficulty in carrying them into effect, as the majority of parents would send their children regularly to school if they knew that they were breaking the law by retaining them at home. No truant inspector would be necessary, as few of the cases of irregularity are due to this cause, but rather to the negligence and indifference of the parents.

The State schools in which the greatest irregularity of attendance is found are:—Cattle Creek, 0 per cent. attend four days out of five; Toowoomba (infants), 15.3 per cent.; Tambo, 20.9; Dalby (boys), 21.2; Dalby (girls), 22.7; Gowrie Junction, 22.2; Cunnamulla, 26.7; Mitchell, 29.3; Gowrie Creek, 32; South Toowoomba (girls), 32.5; and North Toowoomba (girls), 32.2.

The highest percentage of regularity is obtained at:—Morven, 97.7; Taroom, 78; Surat, 59.7; Gowrie Little Plain, 59.6; Condamine, 59.2; Chinchilla, 57.9; Middle Ridge, 52.1; and St. George, 52.

The number of pupils admitted during the year into State schools was 1,216—671 boys and 545 girls; into Provisional schools, 149—viz., 78 boys and 71 girls.

Table D.  
ATTENDANCE OF PUPILS.

	State Schools.		Provisional Schools.		Total.		Grand Totals.
	Boys.	Girls.	Boys.	Girls.	Boys.	Girls.	
On roll at end of quarter preceding inspection ...	1,939	1,772	183	158	2,122	1,930	4,052
Average attendance during quarter preceding inspection	1,289.1	1,143.4	123.5	108.4	1,412.6	1,251.8	2,664.4
Attendance four days out of five in quarter preceding inspection	849	662	99	94	948	756	1,704
On roll at date of inspection ...	1,812	1,697	188	156	2,000	1,853	3,853
Examined ...	1,562	1,443	132	120	1,694	1,563	3,257

**CLASSIFICATION.**—The number of pupils examined in State and Provisional schools was 3,257, or 84.5 per cent. of the enrolment. The classification of these is shown in Table E, where it will be noticed that nearly half the pupils (40.8 per cent.) in this district are in the first or lowest class, and only 1.3 per cent. in the fifth or highest class. This is not satisfactory, for if children enter school at five years of age, spend three years in first class, two years in second, two in third, and two in fourth class, they should reach the fifth class at the age of fourteen, which appears to be the result in only one case out of a 100. Unfortunately we have no statistics to show how many children leave school each year, or at what ages they leave; but approximately we may conclude that 99 per cent. leave before they are fourteen years of age.

In State schools a fifth is the highest class in eight schools; a fourth is the highest in eighteen; and a third the highest class in three schools. In the fifteen Provisional schools examined, a fourth is the highest class in seven schools; a third the highest in seven, while one had a second class as the highest.

Table E refers to the classification according to attainments, as the pupils appear on the class roll, and not to the division of children into drafts for teaching purposes; thus, although no school can have more than five classes, several schools have from twelve to fourteen drafts. The total number of drafts in the State schools of this district is 213, which gives an average of 14 pupils on roll in each draft, or 10 in average attendance. The fifteen Provisional schools inspected contained 79 drafts, which averaged four pupils on roll, or two in average attendance in each draft. The absurdity of this minute subdivision will be apparent when it is considered that one teacher has to keep six or seven drafts fully employed at silent work for half an hour while he instructs two children orally. It came under my notice that a male teacher, unassisted, had eight drafts in his school, so that the actual instruction which he could give to each was 3 hours 7 minutes out of 25 hours per week. Most practical writers on school management have asserted that a draft should consist of ten to twelve pupils for instruction in subjects which require individual practice as reading, spelling, tables, mental arithmetic, &c, but that two, three, or four such drafts may be profitably united under one teacher for collective lessons. In this district, however, the drafts vary in size from 2 to 47 pupils, and I have seen two of these latter large drafts united under one teacher for practice in reading, when more than half the class did not read once during the half hour. The same process goes on day after day, consequently at the end of the week there are several children who have stood with books in their hands, but have not opened their lips once to read. In the school alluded to, the most experienced assistant was in charge of only 12 pupils. Such glaring incongruity in the size of drafts and distribution of staff indicates weak organising power in the head teacher, and is reported accordingly.

TABLE

Table E.  
CLASSIFICATION OF PUPILS.

Class.	On Roll at date of Inspection.		Percentage of Enrolment.	Examined.		Average Age of Pupils at Inspection.	Average Proficiency in all subjects expressed as a decimal.	
	Boys.	Girls.		Boys.	Girls.			
STATE SCHOOLS.								
Fifth ... ..	24	23	1·3	23	19	14·4	66·5	
Fourth ... ..	181	171	10·0	157	138	13·4	62·1	
Third ... ..	298	263	15·9	252	222	11·9	58·3	
Second ... ..	606	510	31·8	524	436	10·1	61·0	
First ... ..	703	730	40·8	606	628	7·4	60·0	
Total ... ..	1,812	1,697	...	1,562	1,443	...	...	
PROVISIONAL SCHOOLS.								
Fourth ... ..	12	6	5·2	9	3	13·7	60·4	
Third ... ..	38	24	18·0	26	18	11·8	60·6	
Second ... ..	64	60	36·0	47	43	9·9	61·5	
First ... ..	74	66	40·7	50	56	6·9	54·8	
Total ... ..	188	156	...	132	120	...	...	

PROFICIENCY.—Although the average proficiency in all subjects is 60, or fair for the whole district, yet several schools have distinguished themselves by obtaining much more satisfactory results. The highest marks given to the respective classes were in the following schools:—

*Fifth Class.*—North Toowoomba (boys) 76, North Toowoomba (girls) 72, South Toowoomba (girls) 70.

*Fourth Class.*—Mitchell 75·9, Glencoe 73·3, North Toowoomba (boys) 72, Surat 71.

*Third Class.*—Glencoe 70, Gowrie Little Plain 68·9, Mitchell 67·4.

*Second Class.*—Glencoe 76, Gowrie Little Plain 70, Morven 69·7, Taroom 69, Chinchilla 69, South Toowoomba (girls) 68·9.

*First Class.*—Glencoe 79·3, East Toowoomba 74, South Toowoomba (infants) 73·8, Middle Ridge 73·2, Miles 73, Surat 71.

The number of promotions made during the year was—In State schools 2,121—viz., 1,073 boys (55·3 per cent.), 1,048 girls (59·1 per cent.); and in Provisional schools 187—viz., 103 boys (56·2 per cent.), and 84 girls (53·1 per cent.)

DISCIPLINE.—This is satisfactory in all schools with one or two exceptions. In State schools discipline was reported excellent in 10 schools, very good in 10, good in 5, very fair in 4, fair in 1, and moderate in 1; in Provisional schools excellent in 2, very good in 6, good in 6, and moderately fair in 1. Corporal punishment is decreasing in amount and frequency, being entirely abolished in a few schools. Order of pupils is generally reported satisfactory; but this is not always the case with regard to school material which, in some few schools, is carelessly used and quickly rendered useless. Reading books and slates suffer most in this respect.

REGISTERS AND RECORDS.—The registers are generally reported complete and accurate in State schools. A few mistakes, however, are met with in Provisional schools, especially in counting the number of days absent during the quarter. Many of the entries in work-books are still vague and useless. General instructions 119 and 120 are frequently overlooked by teachers. Time tables are far from satisfactory in the majority of schools, being incomplete and defective in the summary of time devoted to each subject by each class, the teacher in charge of each class, and the employment of head teacher's time. "Average time in class" is misleading, as it really means average time under instruction, and in counting this time one half-day's attendance per week may represent a whole week. The time in class is often three and four times longer than it appears in the general return. I should like to see the actual time given, so that we might know how long children take to pass through each class. The general return should require the number who have left school, and also the average age at which children leave.

INSTRUCTION.—Good reading, which includes distinct articulation, emphasis and expression, is found in few schools. An attempt has been made, however, by several female assistants to secure a natural tone of voice in the lower classes, and the monotonous mumbling which was formerly so common in the junior division is gradually disappearing. Insufficient time is allotted to this subject in many schools, where grammar and geography are considered of equivalent importance, and receive an equal amount of attention. A better class of reading books might produce better results, but a love of reading will not be infused into our pupils until each school is provided with a well-selected library of interesting books. The Department should, I think, supplement any sum raised by the school for such a purpose.

*Object Lessons* can only be given successfully by trained teachers who have a knowledge of child mind and the faculties which require cultivating; hence in the hands of temporary teachers and young pupil-teachers these lessons become purposeless and useless as educational appliances.

*Writing* receives the highest marks of all subjects of instruction, the percentage being 76·3 for State and 76·4 for Provisional schools.

*Arithmetic.*—Accuracy of work and ability to solve easy problems are becoming more general in State schools, while the mechanical work of Provisional schools shows a slight improvement. The habit of finger counting is less common since more attention was given to the addition tables.

The only remaining subject requiring comment is Music, which still produces unsatisfactory results. It will be noticed in Table F that Provisional schools have a higher percentage than is found in State schools, but this is for school songs only in four schools. I may also remark that the percentage in

State

State schools is taken for individual results, as solfaing and school songs are both tested by examining each member of a class instead of taking the result on the class while singing simultaneously. The only schools in which music is well taught are Glencoe, South Toowoomba (girls), (infants), Surat, Gowrie Little Plain, and Taroom. In some State schools the subject is not attempted, and most of the others range from very bad to moderate. The reason for this neglect is that so few teachers are able to sing, and the majority are therefore incapable of teaching singing. If the tonic sol-fa method were introduced, the same difficulty would exist.

A drawing class for pupil-teachers and assistants is provided in Toowoomba by the Department, free of charge, yet very few avail themselves of the privilege. There are 45 teachers who could attend the class, but the enrolment is 19, and the average attendance only 10. When drawing is introduced into our curriculum, we shall have the same difficulty in finding competent drawing teachers as we experience now in finding music teachers.

Table F.  
AVERAGE PROFICIENCY IN SUBJECTS OF INSTRUCTION.

Subject.	Average Proficiency as a Percentage.		
	State Schools.	Provisional Schools.	All Schools.
Reading ...	60.9	57.3	59.7
Object Lessons ...	56.4	44.6	52.5
Writing ...	76.3	70.4	76.3
Arithmetic ...	63	58.8	61.6
Drill and Gymnastics ...	66.1	66.9	66.3
Vocal Music ...	38.4	56.6*	40.5
Geography ...	63.6	54.8	60.6
Grammar ...	54.6	48.2	52.4
Derivation ...	66.1	43.7	59.7
Composition ...	71.6	70.7	71.3
History ...	54.8	43.3	49.5
Mechanics ...	45.6	Not taught	45.6
Domestic Economy ...	45.2	Not taught	45.2
Needlework ...	60.6	55.5	58.9
Home Exercises ...	70.7	65.3	68.9

\* School songs only in four schools.

Of the methods of instruction employed it is unnecessary to speak at length, as an ingenious and energetic teacher will always succeed better with poor methods than an indifferent teacher with the best. Reading is the most important of all school subjects, therefore it is here that we should expect to find an acquaintance with the ordinary methods of teaching in vogue; but of the five methods, the *alphabetic*, the *syllabic*, the *verbal* (or look and say), the *phonic-alphabetic*, and the *phonetic*, the majority of teachers appear to know only the first, which is almost universally adopted in this district, although "experience has shown that, with teachers of ordinary calibre, the method is extremely tedious. So great is the tedium that children frequently acquire a dislike to the whole subject."

Table G.  
SCHOOLS IN ALPHABETICAL ORDER.

Schools.	Highest Class.	Percentage of Results.	Accommodation in square feet.		Attendance.						Discipline.	General Condition.	Progress.	Children between the ages of 5 and 13, within 2 miles, who do not		
			Inside Floors.	Verandah Floors.	On Roll at Date of Inspection.	Examined.	Average for Quarter preceding Inspection.		Attended 4 days out of 5.					Attend any School.	Attend at least 50 days in each half-year.	
							Number of Pupils.	Percentage of Enrolment.	Number of Pupils.	Percentage of Enrolment.						
STATE SCHOOLS.																
Cattle Creek	IV.	58.9	512	256	28	15	15.6	43.0	0	0	Very good	Satisfactory	Very fair	3	9	
Charleville	IV.	56.9	1,060	1,104	161	142	120.0	67.8	54	47.4	Very fair	Satisfactory	Very fair	0	0	
Chinchilla	V.	59.5	432	400	80	77	55.6	73.0	44	57.9	Very good	Satisfactory and improving	Very fair	0	4	
Condamine	III.	61.8	400	291	23	22	20.9	77.3	16	59.2	Fair	Very moderate	Slow	1	4	
Cunnamulla	IV.	52.9	1,054	448	97	60	56.5	58.9	26	29.7	Good	Fair	Fair	1	34	
Dalby (Boys)	IV.	61.7	1,152	475	80	62	48.3	60.4	17	21.2	Very good	Satisfactory	Good	0	13	
Dalby (Girls and Infants)	IV.	63.8	1,000	1,376	89	71	40.3	62.1	18	22.7	Excellent	Very satisfactory	Good	0	10	
Glencoe	IV.	71.8	520	416	49	45	44.2	74.0	23	19.3	Excellent	Very satisfactory	Very good	0	3	
Gowrie Creek	V.	55.1	830	700	66	53	43.6	58.0	24	32.0	Very good	Fairly satisfactory	Very fair	0	28	
Gowrie Junction	IV.	57.8	671	196	67	53	48.5	59.4	16	22.2	Excellent	Satisfactory	Very fair	3	20	
Gowrie Little Plains	III.	58.5	400	150	51	43	35.2	67.6	31	59.6	Very good	Satisfactory	Good	0	2	
Gowrie Road	IV.	55.3	1,058	630	52	50	40.1	70.1	23	42.6	Very good	Fair	Fair	0	11	
Jondaryan	IV.	65.1	480	180	66	60	19.5	69.0	42	46.8	Good	Fairly satisfactory	Very fair	0	8	
Maldra Hill	Not Examined.															
Miles	IV.	65.7	600	480	56	54	33.4	60.7	14	37.5	Good	Very satisfactory	Good	0	2	
Mitchell	IV.	65.2	1,020	900	122	100	63.1	71.2	34	29.3	Good	Satisfactory	Good	0	17	
Morven	III.	63.2	506	232	43	40	40.5	90.6	44	87.7	Excellent	Very satisfactory	Very good	0	0	
Oakey Creek	IV.	65.4	480	420	46	38	33.5	66.0	21	12.8	Very fair	Moderately satisfactory	Fair	0	3	
Roma	V.	60.7	2,020	1,313	278	257	208.3	69.3	125	36.4	Good	Very satisfactory	Very good	0	20	
St. George	IV.	62.0	960	627	112	121	112.0	74.0	88	52.0	Very good	Very satisfactory	Very good	0	5	
Surat	IV.	68.3	890	70	68	59	53.0	79.0	43	59.7	Excellent	Very satisfactory	Very good	0	9	
Tambo	IV.	57.2	900	1,040	92	60	50.8	48.0	22	20.9	Very fair	Satisfactory	Very fair	0	43	
Taroom	IV.	65.0	480	300	47	44	41.6	66.6	50	78.0	Very good	Satisfactory	Good	0	11	
Toowoomba East	V.	68.2	3,100	2,400	372	314	279.5	60.4	181	13.3	Excellent	Very satisfactory	Very good	0	54	
Toowoomba Middle Ridge	IV.	66.6	1,800	1,200	180	139	112.3	74.9	99	52.1	Excellent	Very satisfactory	Very good	0	21	
Toowoomba North Boys	V.	67.7	1,776	400	180	139	113.1	71.9	59	11.7	Very good	Very satisfactory	Very good	3	31	

\* Not known.

TABLE



Table G—continued.  
SCHOOLS IN ALPHABETICAL ORDER—continued.

Schools.	Highest Class.	Percentage of Results.	Accommodation in square feet.		Attendance.								Discipline.	General Condition.	Progress.	Children between the ages of 5 and 13, within 2 miles, who do not	
			Inside Floors.	Verandah Floors.	On Roll at Date of Inspection.	Examined.	Average for Quarter preceding Inspection.		Attended 4 days out of 5.		Attend any School.	Attend at least 40 days in each Half-year.					
							Number of Pupils.	Percentage of Enrolment.	Number of Pupils.	Percentage of Enrolment.							
STATE SCHOOLS—continued.																	
Toowoomba North (Girls and Infants)	V.	70.1	2,496	1,088	284	252	212.2	64.0	107	32.3	Excellent	Very satisfactory	Very good	•	48		
Toowoomba South (Boys)	V.	53.1	2,844	1,328	182	153	112.0	69.5	82	50.6	Moderate	Not satisfactory	Moderate	•	18		
Toowoomba South (Girls)	V.	63.7	830	72	133	80	84.4	63.9	43	32.5	Excellent	Satisfactory	Good	•	22		
Toowoomba South (Infants)	I.	73.8	1,501	...	208	160	60.0	31.7	29	15.3	Excellent	Very satisfactory	Very good	•	31		
Warra	IV.	57.0	540	420	42	34	24.8	63.5	18	40.1	Very good	Fairly satisfactory	Very fair	0	3		
Yeniba	IV.	56.6	828	736	105	85	75.6	72.0	51	48.5	Moderately fair	Moderately satisfactory	Fair	0	12		
PROVISIONAL SCHOOLS.																	
Adavale	III.	60.3	315	126	25	15	16.0	57.1	17	60.7	Very good	Satisfactory	Very fair	1	6		
Augathella	...	...	...	Visited but not Examined.	...	...	...	Examined.	...	...	...	...	...	...	...		
Black Gully	...	...	...	Not Examined.	...	...	...	...	...	...	...	...	...	...	...		
Blaxland	IV.	68.7	260	...	18	12	13.6	68.4	10	55.0	Very good	Satisfactory	Good	...	1		
Bollon	...	...	...	Not Examined.	...	...	...	...	...	...	...	...	...	...	...		
Bungewongora	...	...	...	Not Examined.	...	...	...	...	...	...	...	...	...	...	...		
Bunya Sawmills	...	...	...	Not Examined.	...	...	...	...	...	...	...	...	...	...	...		
East Prairie	...	...	...	Not Examined.	...	...	...	...	...	...	...	...	...	...	...		
Eulo	...	...	...	Visited but not Examined.	...	...	...	Examined.	...	...	...	...	...	...	...		
Euthella	II.	50.4	450	...	30	19	14.0	46.6	12	40.0	Good	Fairly satisfactory	Fair	•	14		
Hodgson	III.	57.8	522	416	24	20	13.0	68.4	8	42.0	Good	Satisfactory	Very fair	•	1		
Irvingdale	...	...	...	Not Examined.	...	...	...	...	...	...	...	...	...	...	...		
Jimbour	III.	50.3	720	...	20	10	13.0	63.5	6	30.0	Very good	Satisfactory	Very fair	0	1		
Jondowal	III.	66.0	364	182	35	31	24.2	83.4	23	75.8	Very good	Satisfactory	Good	0	1		
Lagoon Creek	IV.	68.1	350	164	24	11	16.9	70.4	12	59.0	Very good	Very satisfactory	Good	0	3		
Milo	IV.	60.5	378	108	15	11	17.0	100.0	17	100.0	Excellent	Satisfactory	Good	1	0		
Mocatt's Corner	III.	56.2	460	190	17	13	10.3	44.7	8	53.3	Good	Fairly satisfactory	Very fair	1	7		
Muckadilla	IV.	53.6	315	189	21	14	12.5	52.0	5	20.8	Good	Fairly satisfactory	Fair	2	14		
Nellybri	...	...	...	Not Examined.	...	...	...	...	...	...	...	...	...	...	...		
Range's Bridge	IV.	50.5	315	168	21	13	9.9	55.0	3	16.6	Moderately fair	Very moderate	Slow	•	•		
Rosalie Plains	...	...	...	Not Examined.	...	...	...	...	...	...	...	...	...	...	...		
St. Ruth	IV.	63.6	192	112	19	17	17.5	83.0	17	89	Excellent	Satisfactory	Good	0	2		
Thargomindah	III.	43.9	408	...	42	33	27.8	79.4	26	74	Good	Moderately fair	Slow	•	5		
Tipton	IV.	66.9	280	...	16	15	12.1	71.0	12	70	Very Good	Very satisfactory	Good	0	2		
West Prairie	...	...	...	Not Examined.	...	...	...	...	...	...	...	...	...	...	...		
Windorah	III.	57.6	252	137	17	12	14.2	89.0	17	100	Good	Satisfactory	Very fair	0	1		

\* Not known.

The following schools deserve special mention for thoroughness of work, sound progress, excellent management, and general efficiency:—Glencoe, South Toowoomba (infants), Gowrie Little Plain, North Toowoomba (girls), Middle Ridge, Miles, Mitchell, and Taroom.

I have, &c.,  
J. KILHAM,  
District Inspector.

The Under Secretary, Department of Public Instruction, Brisbane.

## METROPOLITAN DISTRICT, NORTH-EAST DIVISION.

### REPORT OF MR. DISTRICT INSPECTOR CAINE.

South Brisbane, January, 1891.

SIR,—I have the honour to submit my General Report for the year 1890.

#### DISTRICT.

The district allotted me at the beginning of the year was called the North-East Metropolitan District, and it included all the large State schools in North Brisbane and in the northern and north-eastern suburbs, the southern boundary being the Brisbane River, and the western, northern, and eastern limits being the schools at Ithaca Creek, Sandgate, and Eagle Farm.

As in previous years, the first few weeks of the year were spent in valuing the papers written at the preceding general examination of teachers and others and in preparing my general report for the previous year.

The regular work of inspecting the schools and reporting on their condition commenced on the 27th March and continued with few interruptions until the schools closed for the Christmas vacation. The other matters which occupied attention during this time were the inspection of a drawing class and of several gymnastic classes; the investigation of complaints against teachers; inquiries in regard to an application for a State school at Eagle Junction; and the preparation of examination papers. After the close of the schools for the Christmas holidays, the remainder of the year was occupied in superintending the annual general examination of teachers at the Central Boys' School and in reporting.

The schools, &c., in my district during the year may be classed as follows:—

State schools for Boys only...	...	...	...	...	...	5
" " " Girls only...	...	...	...	...	...	3
" " " Infants only	...	...	...	...	...	3
" " " Girls and Infants only	...	...	...	...	...	2
" " " Boys, Girls, and Infants	...	...	...	...	...	8
The Saturday drawing class in Brisbane.						
Five gymnastic classes at Brisbane State schools.						
One private school, near Brisbane.						

In this district many of the schools are very large, and none of them are Provisional schools.

All the schools and classes in my district were inspected and reported upon, and many of the schools were visited a second time. The second visit was made in order to examine in class teaching, &c., those teachers, who were candidates for promotion at the next general examination; and all who were known to be candidates, 59, were thus examined.

The total number of children on the rolls of the schools of this district at the time of inspection was 8,252: 4,478 boys and 3,774 girls. The total number examined was 6,784: 3,713 boys and 3,071 girls.

Additions to the material equipment during the year were the following:—The renewal of a considerable part of the fence of the Bowen Bridge Road School; additional schoolroom accommodation at the Kelvin Grove Road Girls and Infants' School; and the erection of a fence at the new State school for boys at Petrie Terrace. At my last visits these improvements were either completed or were being carried out.

A new wing has been added lately to each of the schools at Sandgate and Eagle Farm. The Breakfast Creek School, a newly established one, was opened in July last.

An application has been made for a State school at Eagle Junction, where there is a large population.

There was only one non-departmental school in my district.

#### MATERIAL ORGANIZATION.

**BUILDINGS.**—The latest addition to the State schools of this district is the Breakfast Creek School, which was opened in July last. The school building is similar in general plan to that of the Fortitude Valley Boys' School; but it is superior to that building in two matters: (1) in the lighting; (2) in the subdivision of the large rooms. It is well lighted throughout. Each of the three large rooms is divided into two rooms by a partition in which there is a window. This window, however, might, with advantage, be three times as large. From a schoolmaster's point of view, I would suggest one or two improvements for such a building in the future. Instead of the passages in which the hats are hung I would have hat-rooms, one at each end and one at each side of the building, the door and steps of each admitting direct from the playground. The advantages would be that the rooms would not be so unnecessarily far apart, that more suitable places would be provided for the hats, and that the children could enter and leave the different rooms more quickly. By a slight alteration in the arrangement of the inside windows it would be possible for the head teacher of such a school to see from any one room to any other, and that would be a great advantage.

There are several large schoolrooms in this district which would be improved by being divided. The isolation of classes would conduce to better results and discipline, and it would make the work of teaching less laborious. Of course it is very necessary that such alterations should be made without rendering the rooms less light. At some of the Board Schools in England revolving shutter divisions are fitted to the schoolrooms, and they retain all the advantages of the large rooms for examinations, meetings, &c., as the shutters can be cleared away in a few minutes.

The

The schools are in very fair repair. There were, of course, some requirements, and these were reported. At Bowen Bridge Road the school and residence needed painting, the old fence repairing, and the slanting playground a drain. At the Central schools—boys', girls', and infants'—many improvements were needed and suggested. Every requirement in the district under the head of Material Organization was reported. Some of these matters have already been attended to.

**SCHOOLROOM ACCOMMODATION.**—At the time of inspection the following schools were found to provide insufficient schoolroom space for the number of children in attendance:—Bowen Bridge Road, Brisbane Central (boys), Fortitude Valley (boys), Ithaca Creek, and Kelvin Grove Road (girls and infants).

The Brisbane Central Girls' School did not contain sufficient *suitable* accommodation; and the adjoining Infant schoolrooms were pretty crowded.

The Bowen Bridge Road School was crowded even after the opening of the Breakfast Creek School, although the attendance was considerably reduced. The establishment of a school at Eagle Junction will further relieve the Bowen Bridge Road School. Additional accommodation was being provided at the close of the year for the Kelvin Grove Road Girls and Infants' School. The majority of schools in this district have sufficient school space; but, in order to keep pace with the rapidly increasing attendance at several schools, frequent additions are needed.

As a rule, the schools were found to be well supplied with furniture and apparatus and other requisites for teaching. It would be an improvement if the fourth and fifth classes were, for the future, supplied with slates of a larger size than those hitherto in use; and every one will welcome the introduction of a superior series of reading books.

**GROUNDS.**—The grounds of the suburban schools of this district are generally large and suitable. Those of Bowen Bridge Road and Breakfast Creek Schools are exceptions. The playgrounds of some of the large schools in the town are very small for the number of children in attendance.

It is very satisfactory to report that Arbor Day has given a great impetus to the planting of trees at the schools of this district. Previously trees and flowers had been planted at a few schools; last year the movement became very general. Some teachers have bestowed much time and attention on the planting and fencing of trees and flowers; and it is to be hoped that their growth and preservation will receive equal care.

**SHEDS.**—Shelter-sheds have been provided at nearly all the schools in this district. This useful addition to the playground of a large school has not been provided at the new school at Breakfast Creek or at the Central Infant School. At the Central Girls' School the shed is used during school hours for teaching purposes.

At the following large schools, sheds, furnished with the necessary gymnastic apparatus, have been provided, and regular instruction in gymnastics is given by a teacher of gymnastics: Bowen Bridge Road, Brisbane Central (boys), Fortitude Valley (boys), Kelvin Grove Road (boys), and Leichhardt Street (boys). At the Petrie Terrace Boys' School (the new building) the gymnastic appliances have not yet been erected, and so this instruction has not been given.

**WATER SUPPLY.**—The water supply has in no case been reported to me as insufficient or unsatisfactory.

**FENCES.**—All the schools in this district were fenced at the time of inspection, except one, the Petrie Terrace Boys' School, and the fencing of that, I understand, was begun before the close of the year. Some repairs and improvements were needed, and these were reported.

#### INTERNAL ORGANIZATION.

**STAFFS.—State Schools.**—By referring to Tables A and B, it will be seen that in the 21 State schools of this district there were employed at the time of inspection 203 teachers of all grades—76 being males and 127 females.

There were, of course, 21 head teachers—13 males and 8 females.

Of assistant teachers, the number of males was 47, and the number of females was 77; and of pupil-teachers, the number of males was only 16, while the number of females was 42.

The number of pupil-teachers in the schools of this district is relatively small, particularly the number of male pupil-teachers. And the number of pupil-teachers is apparently decreasing; for, although there were 5 male and 18 female pupil-teachers of the fourth class, there were only 1 male and 4 female pupil-teachers of the first class.

In several large schools there are no pupil-teachers. In each of three infant schools in this district there are several pupil-teachers employed; but in each of the adjoining schools for girls the only subordinate teachers are assistants. For the pupils this is the best arrangement, no doubt; but for the pupil-teachers it may not be so good, because the infant school is not as good a practising school for pupil-teachers as the girls' school. Recognising this, I recommended in my last general report that head teachers of infant schools should make arrangements with the head teachers of adjoining girls' schools by which classes of girls could periodically attend at the infant schools when criticism lessons were given, in order that those pupil-teachers, whose work consisted of teaching infant classes only, might have an opportunity of learning to teach higher classes.

Of the head teachers in this district all are classified; only three (who are females) hold a lower classification than that of second class, and six are of the first class.

Of the assistant male teachers, all are classified, and nine are of the second class. All the female assistants are classified except three; but seventy-two of the female assistants are of the third class.

The average attendance at the State schools during the quarter preceding inspection was 5,812.9, and the total number of teachers on the staff at the time of inspection was 203. Thus 28.6 was the average number of children per teacher. As I have said in a previous report, the real average per teacher

... of increasing the average ... have been secured ... the year.

... efficient and industries ... the general condition of this

... sufficiently making, ... the second class ... have been considerably ... and ultimately ... near teacher with the

... Their teachers, however, ... The pupil-teacher results in ... considerably different at ... the pupil-teachers ... Central Infant School

... This teacher was very notice- ... of results considerably better ... the service if another

... have obtained scholar- ... & pupil-teachers. I have

Table 1

	Totals	
	Less Teachers	Assistant Teachers
...	...	0
...	...	2
...	...	72
...	...	8

Table 2

	Less	Teachers
Fourth Class	...	25
Third Class	...	18
Second Class	...	5
First Class	...	4
On Roll	...	...

Results—Average—Table 1 shows that at the end of the quarter preceding inspection the number of children in the ... the ... during the same quarter was ...

The attendance at ... was ... at a few it may be ... was ...

In ... of the ... of ... of 21, that is at the ... of ... of ... only a small ... the number on roll ... was 8,675, and the number was ...

The ... of the ... of ... will account for ... of the ... for the rest. The ... may be ... first, it

The ... of the ... was at the following schools ... 4 days out of 5); ...

Comparison—The ... of ... at the date of ... to ... are all fairly satis-

It ... should be mentioned that at each of ... a large first class. At the Brisbane Central (boys) 125 on



on the roll of the first class ; Fortitude Valley (boys) 76 ; Kelvin Grove Road (boys) 28 ; Leichhardt Street (boys) 40 ; Petrie Terrace (boys) 32. These children are receiving the same instruction as is given in the adjoining infant schools, and would be there but that they are over eight years of age. If these 301 boys had attended school with fair regularity when of infant school age, they would not now be continuing their infant school education in a boys' school.

One hundred and eighty-nine pupils in this district were on the rolls of the fifth class at the date of inspection ; their average age was fourteen years ; and their average proficiency was represented by 64·3 per cent. Considering the standard of attainments required in the fifth class, this result is, on the whole, satisfactory, and indicates that, as a rule, the children have not been put into the highest class before they were fit for it.

The prescribed course of instruction is followed closely in all the schools, and the children are generally classed correctly, that is, according to their attainments and to the requirements of Schedule V.

Table D.  
ATTENDANCE OF PUPILS.

	State Schools.		Totals.
	Boys.	Girls.	
On roll end of quarter preceding inspection ... ..	4,681	3,904	8,675
Average attendance during quarter preceding inspection ... ..	3,217·5	2,595·4	5,812·9
Attendance four days out of five in quarter preceding inspection ... ..	2,167	1,442	3,609
On roll at date of inspection ... ..	4,457	3,774	8,231
Examined ... ..	3,695	3,071	6,766

Table E.  
CLASSIFICATION OF PUPILS.

Class.	On Roll at date of Inspection.		Percentage of Enrolment.	Examined.		Average Age of Pupils on Roll at date of Inspection.	Average Proficiency in all Subjects expressed as a Percentage.
	Boys.	Girls.		Boys.	Girls.		
Fifth ... ..	124	65	2·2	107	53	14·0	64·3
Fourth ... ..	473	308	9·4	391	264	13·0	61·6
Third ... ..	732	629	18·5	644	536	11·5	62·9
Second ... ..	1,293	1,125	29·3	1,085	958	9·8	62·5
First ... ..	1,835	1,647	42·3	1,468	1,260	7·3	63·7
Total ... ..	4,457	3,774	...	3,695	3,071	...	...

**DISCIPLINE.**—The discipline of the schools was generally satisfactory.

As a rule the children were quiet and attentive during lessons and under examination ; the class movements and necessary marching were orderly ; and very little restlessness and inattention were met with. Rarely indeed did I experience the unpleasant sensation, even for an hour, of being disturbed by restless children during the work of inspection ; and in several schools the order, discipline, and tone were all that could be wished for.

The discipline of each school is described in Table G. It, of course, varied a good deal, ranging from *very good* to *moderate*. At six schools it was very good ; at nine schools good or satisfactory ; at one school very fair ; at four schools fair ; and at one school moderate.

**INSTRUCTION.—Reading.**—The reading is fluent, fairly distinct, and fairly expressive.

We want a new series of reading books ; in fact we need two sets, one to work through as is done now, and the other for practice in reading at sight. I have frequently found that children, who could read fluently what had been carefully prepared during the preceding few weeks, hesitated and blundered when attempting a passage of no greater difficulty which they had not seen before.

For the most part the quantity of reading prepared periodically was satisfactory, but on two or three occasions last year I found that the amount set at intervals was too small and that there was unnecessary repetition.

**Object Lessons.**—The results are not all that could be wished ; neither are they quite unsatisfactory. Young and inexperienced teachers are seldom able to do justice to these lessons. In addition to the ordinary object lessons which formed part of the original, prescribed course of instruction, three other courses of lessons which are akin to object lessons have at different times been added. We shall have to take care not to unduly increase the number of minor branches of instruction in our course, for there is danger of the essential subjects being neglected. By the essential subjects I mean reading, spelling, writing, arithmetic, geography, and grammar.

**Writing.**—The writing was generally painstaking and good, and the copybooks were almost always neat and clean. A capital series of copybooks, the Federal, is now pretty generally used.

**Arithmetic.**—This subject has received fair attention. In a majority of the large Brisbane schools, which were in my district of 1889, as well as in that of last year, I found that there was considerable improvement in the arithmetic of the highest classes. In the lower classes the results have been generally better than in the higher. On the whole, however, there is abundant room for improvement in this very important subject.

Of

Of the 150 male and the 71 female candidates for grammar school scholarships at the late general examination, the number, who obtained at least 50 per cent. of the marks of the arithmetic paper, was 40 males and 12 females.

*Geography, Grammar, and Composition.*—Geography and grammar have given very fair results.

In descriptive geography more questioning is needed, and the relative position of places should be known better. In the lower second class more illustrations of the definitions of the terms applied to land and water should be given, the map being constantly referred to.

Parsing and analysis of sentences are taught intelligently and successfully in the best schools and fairly well in all. The application of the rules of syntax to the correction of faulty sentences, a most useful exercise, should receive more attention. It has become the fashion of late with some people to depreciate the value of grammar and analysis, and even to suggest that composition should be substituted for them. Every competent judge knows that parsing and analysis, when taught properly, provide an admirable mental training for our older pupils. The teachers of public elementary schools here and at home deserve credit for their persevering efforts to teach English Grammar intelligently and well. Their schools and their training colleges have done more during the last thirty years to encourage the study of *the grammar of our own language* than any other class of educational institutions. Composition is an important subject, but grammar should continue to hold a prominent place in our school course. "Grammar teaches the theory of correct expression." It furnishes the student with "a criterion for judging of the correctness of expressions; by which, on the one hand, his imitation of those which are correct is more confident, intelligent, and rapid, and on the other he is fortified against the use of incorrect examples."

Composition is receiving more attention, but still more is needed. Correct writing is to a great extent a matter of imitation. There must be good models, and reading alone will provide them. Teachers should encourage their pupils to read beyond the limits of their text books. The establishment of school libraries would conduce to this, and to the development of a taste for reading.

A school library has been in successful operation for a considerable time at Leichhardt Street Schools; another was opened at Kelvin Grove Road Boys' School last year; and at Fortitude Valley Boys' School it is intended to establish one shortly. The movement appears to be spreading, and I wish it every success.

*History.*—History, which is taught in the fourth and fifth classes, yielded better results last year than I have previously met with. This, no doubt, was due to the fact that my district last year consisted entirely of metropolitan and suburban schools. The results, however, were only fair, varying from creditable to very moderate. If one text-book in English history were adopted (one that would be suitable also as a reading book), and if the examination were confined to the contents of this book, sounder and fuller information might be expected.

I should like to see elementary mensuration substituted for mechanics, and drawing introduced. To provide time for these, some minor branches might be omitted or made non-essential.

The relative proficiency attained in the different subjects may be seen by referring to the following table.

Table F.  
AVERAGE PROFICIENCY IN SUBJECTS OF INSTRUCTION.

Subject.	Average Proficiency, as a Percentage.	
	State Schools.	
Reading ... ..	61.8	
Object Lessons ... ..	57.5	
Writing ... ..	68.1	
Arithmetic ... ..	60.3	
Drill and Gymnastics ... ..	66.8	
Vocal Music ... ..	66.6	
Geography ... ..	56.8	
Grammar ... ..	57.6	
Derivation ... ..	57.2	
Composition ... ..	55.2	
History ... ..	54.6	
Mechanics ... ..	47.1	
Domestic Economy ... ..	55.6	
Needlework ... ..	71.6	
Home Exercises ... ..	65.2	

Table G gives detailed information respecting each school. The relative merits of each may be seen by referring to the columns headed Highest Class, Percentage of Results, Discipline, General Condition, and Progress.

The proficiency of the schools ranged from fair to very good, and at the great majority it is described as quite satisfactory.

Of the fifty boys and the twenty-one girls, who were successful in obtaining grammar school scholarships at the last examination, no fewer than twenty-three boys and five girls were from schools in the district.

Summing up, it may be said that at many of the schools in this district the attendance is very large and increasing, that the general discipline and proficiency indicate energetic work and steady improvement, and that our chief requirements are increased schoolroom space at a few schools, more regular attendance at several, and a revision of our school course and of our list of school books.

**Table G.**  
**SCHOOLS IN ALPHABETICAL ORDER.**

Schools.	Highest Class.	Percentage of Results.	Accommodation in square feet.		Attendance.						Discipline.	General Condition.	Progress.	Children between the ages of 5 and 13, within 2 miles, who do not	
			Inside Floors.	Verandah Floors.	On Roll at Date of Inspection.	Examined.	Average for Quarter preceding Inspection.		Attended 4 days out of 5.					Attend any School.	Attend at least 60 days in each half-year.
							Number of Pupils.	Percentage of Enrolment.	Number of Pupils.	Percentage of Enrolment.					
STATE SCHOOLS.															
Bowen Bridge Road ...	IV.	61.4	3140	2120	827	616	475	59.3	117	14.6	Satisfactory on the whole	Satisfactory ...	Considerable ...	*	80
Breakfast Creek ...	IV.	60.6	3450	1707	255	201	172	68.2	152	60.3	Fair	Fairly satisfactory	Fair	*	:
Brisbane, Central (Boys)	V.	63.2	6339	440	1094	946	858.2	74.1	720	62.2	Very effective and very good	Very satisfactory	Very good	*	34
Brisbane, Central (Girls)	V.	63.5	4635	0	591	523	469.8	67.4	342	48.9	Very good indeed	Satisfactory	Considerable	*	54
Brisbane, Central (Infants)	I.	62.2	2516	1087	512	373	295	60.2	142	30.2	Fair	Fairly satisfactory	Fair, but uneven	*	about 50
Eagle Farm ...	IV.	54.9	1600	1120	130	113	101.1	63.3	71	47.9	Moderate	Fair	Fair	*	7
Enoggera ...	IV.	58.9	1600	840	85	65	57.7	66.2	44	50.6	Good	Satisfactory	Very fair	3	3
Fortitude Valley (Boys)	V.	61.6	3540	1360	488	413	312.7	64.8	235	48.7	Fairly satisfactory	Satisfactory	Somewhat uneven, but considerable and satisfactory	*	*
Fortitude Valley (Girls)	IV.	61.4	2650	1260	310	271	226.8	65.3	105	30.2	Satisfactory	Very fairly satisfactory	Very fair	*	62
Fortitude Valley (Infants)	I.	66.5	3600	525	671	503	455.4	68.6	268	40.4	Very good	Satisfactory	Satisfactory	*	119
German Station ...	IV.	59.6	1664	1110	277	246	197.1	65.0	121	39.9	Satisfactory	Satisfactory	Considerable	1	32
Ithaca Creek ...	IV.	61.3	2000	1200	391	255	252.8	62.5	151	37.3	Satisfactory	Satisfactory	Good	3	148
Kelvin Grove Road (Boys)	V.	61.6	1125	1045	194	178	146.8	70.9	98	48.3	Fairly satisfactory	Satisfactory	Good	†	6
Kelvin Grove Road (Girls and Infants)	V.	62.2	1195	1176	420	358	302.2	68.6	132	30.0	Generally good; in most classes very good	Satisfactory and improving	Good	*	8
Leichhardt Street (Boys)	V.	59.3	2500	544	209	243	223	74.1	182	69.8	Satisfactory	Very fairly satisfactory	Very fair, but uneven	*	5
Leichhardt Street (Girls)	V.	60.1	2487	744	294	236	209.4	70.0	132	44.1	Very good, quite satisfactory	Satisfactory	Made good progress in many branches	*	29
Leichhardt Street (Infants)	I.	64.4	2880	2021	324	318	285.6	65.9	143	33.0	Generally good	Satisfactory	Considerable	*	37
Petrie Terrace (Boys) ...	IV.	61.2	3000	1760	240	195	174	64.7	108	39.4	Satisfactory	Satisfactory	Good progress in most branches	*	9
Petrie Terrace (Girls and Infants)	IV.	61.7	3945	560	459	384	312.8	61.5	146	28.7	Very good	Satisfactory	Good	*	49
Sandgate ...	IV.	57.4	2475	1315	229	175	188.5	72.0	120	45.8	Satisfactory	Very fair	Very fair	*	28
Stafford ...	IV.	57.7	1063	406	145	127	96	66.0	82	55.7	Very fair	Fair	Fair, but uneven	2	4

\* Not known. † Unable to report. ‡ New school: not been open six months.

I have, &c.,  
**J. J. CAINE.**

**The Under Secretary, Department of Public Instruction, Brisbane.**

**METROPOLITAN**

## METROPOLITAN DISTRICT, SOUTH-WEST DIVISION.

### REPORT OF MR. DISTRICT INSPECTOR MACGROARTY.

South Brisbane, March, 1891.

SIR,—I have the honour to submit to you my General Report for the year 1890.

#### DISTRICT.

A change in the districts of the inspectorial staff was made at the beginning of the year, the district placed under my charge being called the "Metropolitan South-West," the schools within its boundaries being mostly either city or suburban.

**SCHOOLS.**—The number of schools under my supervision at the end of the year was thirty-three. Late in July a new Provisional school was opened at Mount Pleasant. All the State schools and Provisional schools in my district received *second* inspections during the year, and nine of the Roman Catholic schools were visited a *second* time, in order to value the reading, class-teaching, and practical drill of such members of their staffs as were preparing to sit for promotion at the annual examination.

During November and December I inspected thirteen schools in "Southern Downs" district—scattered from the neighbourhood of Toowoomba to the head of the Condamine, and thence to Goondiwindi—Mr. Ross, the inspector of this district, in consequence of severe illness for two months, found it impossible to overtake the inspection of all his schools. An inquiry regarding the establishment of a State school at Ravensbourne in this district was also made by me.

The schools of my own district may be classed thus:—

State schools for Girls only	...	...	...	...	...	...	...	2
" " Boys only	...	...	...	...	...	...	...	4
" " Infants only	...	...	...	...	...	...	...	2
" " Girls and infants	...	...	...	...	...	...	...	2
" " Boys, girls, and infants	...	...	...	...	...	...	...	7
Provisional schools	...	...	...	...	...	...	...	2
Roman Catholic schools	...	...	...	...	...	...	...	13
Private school (Bowen House)	...	...	...	...	...	...	...	1
<b>Total</b>								<b>33</b>

**INSPECTION, OTHER DEPARTMENTAL DUTIES, HOLIDAYS, &c.**—Except three weeks' leave of absence eight days spent at the Education Office in connection with the work of the "Revising Conference" and assisting the Senior Inspector, visits to Jimboomba and Mount Pleasant to inquire into and report on applications for the establishment of Provisional schools at those places, a visit to Loganholme to investigate and report on complaints against the teacher of that school, the whole time from the beginning of the year till the middle of April was occupied in valuing examination papers, in reporting on the papers valued by me, and in writing my annual report. The actual work of inspection began on 14th April, and after that date till the schools were closed for the summer holidays, my whole time, except four days devoted to drafting examination papers, and one day's leave of absence in connection with the valuation of Civil Service examination papers, was taken up in inspecting, reporting and travelling. Supervising the annual examination at Gympie, and valuing Grammar School Scholarship papers, brought the year's work to a close.

#### MATERIAL ORGANIZATION.

At the following schools:—Milton, West End (infants'), Kangaroo Point (infants'), Woolloongabba (girls' and infants'), Thompson Estate, and Toowong—the accommodation is insufficient, and classes have to be taught on the verandahs and in the sheds where available, a practice which is not conducive to the health and comfort of the pupils or teachers, the glare in summer and the cold in winter rendering those places unfit for the uses to which they are now put. Milton, with an *inside* floor space only sufficient for 180 pupils, has an enrolment of 483 pupils, and an average attendance of 300. Woolloongabba (girls' and infants'), with an *inside* floor space for 280, has an enrolment of 721 pupils, and an average attendance of 447. On the other hand, the accommodation is more than ample at Kangaroo Point (girls'), Ashgrove, Indooroopilly Pocket, South Brisbane (boys'), Diamantina Orphanage, Indooroopilly, and West End (boys'). The school grounds at West End and Kangaroo Point have during the year been neatly and substantially refenced, and at the former drainage, and at the latter levelling have had much needed attention. The boys' and girls' playgrounds at Woolloongabba have been effectually separated, the railway line in course of construction to Melbourne street passing between them.

A special and pleasing feature of the year was the institution of Arbor Day in connection with our school reserves, and in which I am pleased to say teachers, pupils, school committees, and parents took a lively and practical interest, a hopeful earnest that our school grounds will no longer present the sombre, dismal, and uncultivated appearances that have too long been characteristic of them in the great majority of instances. To say nothing of the ultimate advantages that must accrue from the planting of suitable shade trees, it is hard to estimate the educative influences that well-kept and well-stocked flower beds and shrubberies may have on the little ones passing through our schools, and more especially so, as their own industry and perseverance are called into play, and are important factors in the success of the scheme. So far the most marked results of Arbor Day are to be seen at the South Brisbane schools, which, however, are closely followed by Kangaroo Point (girls'), Coorparoo, Milton, and West End (girls') and (infants'). Attached to the teacher's residence at Toowong, and quite apart from the school's playground, is a very pretty flower garden—the best in the district—which is not, however, the result of Arbor Day, it having been commenced long before that date. Of the schools visited by me on the Downs, the one at Goombungee bears the palm for its garden, and considering the short time it has been under cultivation, it is a pattern of beauty and neatness. Other schools noted for pretty gardens are Gomorron, Goondiwindi, Inglewood, Merritt's Creek, and Geham.

A



A new State school to supersede the Provisional school at Thompson Estate is now in course of erection, and will be occupied at an early date. Initiatory steps have been taken by the inhabitants of Mount Pleasant and neighbourhood to provide a State school in place of the Provisional one now in operation on the Dunellan Estate. From the beginning of this year a State school is to take the place of the hitherto Provisional school at Woodview, in the Southern Downs, which is the centre of a very prosperous farming district, and, there being 20 acres of good land attached to the school, something might be done here to initiate, even on a small scale, a "model agricultural farm," the benefits of which in such a district would far outweigh any expenditure on it by the State.

The furniture and apparatus are mostly sufficient and suitably constructed, and any minor wants noted at *first* inspection were generally supplied before the *second*. The desks at the two infant schools—West End and Kangaroo Point—are not quite suitable for infant pupils, and some of the desks at Kangaroo Point (boys') are not constructed to suit the wants of the younger children.

INTERNAL ORGANIZATION.

Including the two so-called Provisional schools of the district, which in all essentials are conducted on the lines of a State school, the *average* number of pupils to each teacher was 27·1—not a high figure in view of the fact that nearly 70 per cent. of the members of the staffs are adult teachers, only 30 per cent. being pupil-teachers, and nearly 40 per cent. of these in their *fourth* year—In the schools inspected by me on the Downs, the number of pupils to each teacher was 18·3—State schools 17·9, and Provisional schools 20·5. If these schools are a fair sample of the schools of the district, they must be said to be very strongly staffed. The number of teachers of all grades employed in the schools inspected was, in my own district 137, and in the schools on the Downs 27, and the following Tables A, B, and C, show in detail their rank and classification.

- (1.) The assistant teachers and pupil-teachers connected with the Provisional School at Thompson Estate are included among the State schools in Tables A and B.
- (2.) In *all* the tables that follow, and in other parts of the report, the numbers in brackets refer to the schools inspected by me in the "Southern Downs District."

Table A.  
TEACHERS IN STATE SCHOOLS.

Status.	MALES.		FEMALES.	
	Head Teachers.	Assistant Teachers.	Head Teachers.	Assistant Teachers.
Class I. ... ..	5	0	0	0
Class II. ... ..	3 (4)	4	2	0
Class III. ... ..	2 (5)	12	5	58 (4)
Unclassified ... ..	0	0	0	2

Table B.  
PUPIL-TEACHERS IN STATE SCHOOLS.

Status.	Males.	Females.
Fourth Class ... ..	3 (2)	13 (1)
Third Class ... ..	2 (1)	8 (2)
Second Class ... ..	4	3 (3)
First Class ... ..	5 (1)	1
On Probation ... ..	1	2

Table C.  
TEACHERS IN PROVISIONAL SCHOOLS.

Sex.	Have passed no stated Examination.	Have passed the Examination for Admission as a Temporary Teacher under the Department.	Have held the rank of Classified Teachers under the Department.
Males ... ..	0 (2)	0 (1)	1
Females ... ..	1	0	0 (1)

The teachers, on the whole, are discharging their arduous, responsible, and irksome duties with ability, zeal, vigour and tact; but it is to be regretted that *some* parents do not at all take advantage of the teachers' services placed within their reach, while *many* others send their children to school so irregularly that little or no progress can be made by them, and they are often a positive hindrance to the advancement of those pupils who make it a point to be regular in their attendance. No doubt the disastrous floods of March and the rainy weather of the early months of the year rendered attendance at school difficult, and sometimes impossible, but still not to the extent indicated by the following figures:—We have 3,972 (442) pupils out of an enrolment of 5,924 (871) who failed to attend school four days out of five. In *quantity* the attendance was, for the metropolitan schools 62·8 per cent. and for the thirteen schools on the Downs 72 per cent. of the enrolment, but its *quality* in the former dwindled down to 33 per cent., and in the latter to 49·3 per cent. The pupils of most schools in this district cannot be reaping the advantages so liberally provided for them by the State, when the irregularity of their attendance at school is so very marked. In only *two* instances—Indooroopilly Pocket and Thompson Estate—does the *quality* of the attendance reach 50 per cent.—75·4 per cent. at the former, and 51·6 per cent. at the latter—In the other schools of the district the *quality* of the attendance ranges from

from 8·3 per cent. at Ashgrove to 47·8 per cent. at Diamantina Orphanage; in this connection the percentage for each school will be found in Table G. For the neglect and waste of time here apparent, *compulsion*, as frequently pointed out by me in previous reports, would seem to be the only remedy. The schools on the Downs show a better record than this, seven of the thirteen ranging from 62·5 per cent. to 80·6 per cent., and six from 19·4 per cent. to 41 per cent.

The classification of the pupils is, on the whole, fairly satisfactory, and the requirements of Schedule V. are kept well in view by most teachers; in some instances, however—especially in some of the schools inspected on the Downs—there is a tendency to be over minute in classifying pupils, and some teachers are weak enough to keep back the children with evidently no other object than to score high marks at inspection.

Table D shows for State and Provisional schools the enrolment and average attendance for the quarter preceding inspection, the number of pupils that attended school 4 days out of 5, the enrolment at inspection, and the number of scholars that presented themselves for examination—the last being 85 per cent. (77·4 per cent.) of the enrolment, a regularity of attendance which, in order to gain the benefits placed at the disposal of our children, should be maintained throughout the year.

Table E gives a very fair idea of the proficiency of each class, and sets forth the number of pupils in each of the five classes, with the average ages of the pupils in each class, as well as the number examined in each class, State and Provisional schools being distinguished. It also points out the percentage of the enrolment in each of the five classes, and it will be seen that that of the *lowest* class is 45·9 per cent. (41·9 per cent.) of all the children on the roll, while that of the *highest* is only 0·9 per cent. (2·1 per cent.)

Table D.  
ATTENDANCE OF PUPILS.

	State Schools.		Provisional Schools.		Total.		Grand Totals.
	Boys.	Girls.	Boys.	Girls.	Boys.	Girls.	
On roll end of quarter preceding inspection	2,744 (404)	2,629 (318)	299 (67)	252 (52)	3,043 (471)	2,881 (400)	5,924 (871)
Average attendance during quarter preceding inspection	1,758·5 (294·6)	1,607·9 (250·8)	194·4 (47·8)	157·6 (34·3)	1,952·9 (342·4)	1,765·5 (285·1)	3,718·4 (627·5)
Attended four days out of five in quarter preceding inspection	945 (215)	730 (165)	160 (34)	117 (15)	1,105 (249)	847 (180)	1,952 (429)
On roll at date of inspection	2,601 (393)	2,490 (338)	262 (61)	218 (48)	2,863 (454)	2,708 (386)	5,571 (840)
Examined	2,191 (305)	2,141 (269)	232 (43)	174 (33)	2,423 (348)	2,315 (302)	4,738 (650)

Table E.  
CLASSIFICATION OF PUPILS.

Class.	On Roll at Date of Inspection.		Percentage of Enrolment.	Examined.		Average Age of Pupils on Roll at Date of Inspection.	Average Proficiency in all Subjects expressed as a Percentage.
	Boys.	Girls.		Boys.	Girls.		
STATE SCHOOLS.							
Fifth	29 (11)	21 (7)	1·0 (2·4)	24 (10)	20 (7)	13·9 (14·9)	71·2 (70·8)
Fourth	168 (28)	213 (31)	7·5 (8·1)	144 (20)	192 (24)	12·8 (13·5)	67·5 (63·8)
Third	383 (49)	443 (62)	16·2 (15·2)	329 (40)	400 (50)	11·5 (12·2)	66·4 (66·8)
Second	820 (137)	741 (113)	30·7 (34·2)	703 (107)	647 (93)	9·8 (10·0)	66·8 (66·9)
First	1,201 (168)	1,072 (125)	44·6 (40·1)	991 (128)	882 (95)	7·6 (7·4)	68·9 (68·1)
Total	2,601 (393)	2,490 (338)	...	2,191 (305)	2,141 (269)	...	67·9 (66·9)
PROVISIONAL SCHOOLS.							
Fourth	10 (2)	7 ...	3·5 (1·8)	9 (1)	6 ...	12·4 (12·8)	70·6 (67·4)
Third	30 (7)	13 (6)	9·0 (11·9)	28 (5)	12 (3)	11·3 (12·1)	67·3 (66·7)
Second	77 (22)	59 (13)	28·3 (32·1)	71 (14)	46 (5)	9·6 (11·0)	65·7 (63·2)
First	145 (30)	139 (29)	59·2 (54·1)	124 (23)	110 (25)	6·8 (7·6)	69·2 (65·9)
Total	262 (61)	218 (48)	...	232 (43)	174 (33)	...	67·7 (63·4)
Grand Totals	2,863 (454)	2,708 (386)	...	2,423 (348)	2,315 (302)	...	67·8 (66·2)

For all schools in my district, then, the *average* proficiency is approaching a *very fair* standard—67·8 per cent., closely followed by the schools inspected on the Downs—66·2 per cent. In the case of the latter, however, it must be noted that the *average* age of the pupils of the different classes is nearly always in excess of that of the Brisbane children of the same rank.

DISCIPLINE.



**DISCIPLINE.**—Discipline, which varies from pretty fair to very good indeed, is, on the whole, good, but which, to be wholly satisfactory, means a good deal more than securing attention and steadiness among the pupils when placed immediately under the eye of the teacher. To foster and maintain among the pupils "a high standard of honesty, truth, and honour," to secure "the quiet working of the school without sound of the teacher's voice," to lead the children to fully estimate the practice of civility, courtesy, kindness, self-reliance, as well as the "duty of consideration and respect for others," and obedience to and due regard for parents and superiors, are some of the characteristics of *really* good discipline, which, too, should reach the homes of the pupils, and be largely instrumental in securing their regular attendance at school.

**RECORDS.**—In almost every instance I was able to report that the school records were neatly kept and written, but it was only in 25 per cent. of the schools that they were "*complete and accurate*," most of the others being "*complete and a little inaccurate*," or "*accurate and not quite complete*"; in only one case were they "*incomplete and inaccurate*."

In general, the methods of instruction adopted are quite fair, but still they are not as *intellectual* as could be desired, the teaching in some instances running on purely *mechanical* lines, so that in this connection my remarks of last year are now more or less applicable. "Until teachers keenly realise the necessity for systematic *oral* instruction, having for its object the development of the intelligence and the calling into active exercise the thinking powers of the children, their success can only be partial. The teaching which starts the pupils' minds in search of knowledge, and gives them a method that will aid them in its acquisition, is much preferable to that which crams their minds with facts that may turn out to be of little practical use in after life."

**INSTRUCTION.**—*Reading*, which is certainly of the very first importance, is on the whole taught with *fair* success, but we should aim higher than this. It is too frequently forgotten that the basis of good reading must be laid in the lowest drafts of the school, and it is to be regretted that these are often left in the hands of unskilful pupil-teachers. It is, no doubt, a difficult task to teach children to read well, and, what is of still more practical value, to lead them to regard good books as sources of pleasure and profit to themselves. It has been well said, "Given careful rudimentary teaching at the bottom of the school, there will be no great difficulty in securing expression and intelligence in reading in the higher standards;" and again, "Many of our countrymen, whose names have now a national and even European reputation in connection with scientific discoveries or eminence in general literature, began their respective careers with no other accomplishment than the taste for books, and the power of reading them without effort, got in unpretending out-of-the-way schools without a tithe of the costly apparatus and accessories with which we now attempt to smooth the paths of knowledge, but where whatever was attempted was done thoroughly."

*Arithmetic*, which is of very great *practical* use in the ordinary routine of everyday life, as well as a most *educative* branch of instruction in the hands of a skilful teacher, has, on the average, reached little beyond a *fair* standard, the schools inspected by me on the Downs being somewhat in advance of those in my own district in this subject. Remarks made by Mr. Inspector Stewart, of the metropolitan division of Greenwich, are just in accord with my own experience:—"The teaching of arithmetic is not altogether satisfactory in one respect at least, and that is, that in too many schools the children rarely get beyond 'counting,' or adding and subtracting by ones." I myself have often found the children of the lower classes quite correct in the answers to the sums set before them, but it is "here by strokes, and there by fingers and thumbs" that these results were found out, and "it is rare to find that the answer is obtained by adding as distinguished from counting. The children have not been taught that 7 and 6 are 13, for example, as they should have been; but when they add 7 to 6 they either with fingers or strokes or some similar legerdemain reach 13 from the starting-point of 6 or 7, as the case may be, by counting a succession of ones, thus, 6, 7, 8, 9, 10, 11, 12, 13." Pupils trained in this way fall into habits which they carry with them even into the *fourth* and *fifth* classes—especially in the case of girls—and which at the best are unlearned with much effort and difficulty. Robinson, too, is emphatic on this point:—"The only true plan to teach *mental addition* is to be had in the judicious use of the *addition table*." The importance of *mental arithmetic*, without taking into account its great value in introducing and illustrating *new* rules, and in rendering instruction in this branch intelligent and interesting—especially in dealing with easy "problems"—can scarcely be overrated, entering as it does so largely into the everyday transactions of most people in all walks of life. For *all* schools inspected by me, the *average* proficiency in this branch of arithmetic reached only 53·2 per cent.—schools in my own district 51·2 per cent., and those on the Downs 56·7 per cent.

*Writing*, which on the whole yields the best results of any of the *three R's*, or indeed of any of the schedule requirements, is approaching a very creditable standard; however, the almost universal use of copybooks with head-lines is, I fear, superseding in a very great measure the aid of the blackboard in the teaching of this subject, a step decidedly in the wrong direction, for, an intelligent use of it in teaching writing in all its stages, but especially in the lower classes, is always eminently successful. In the infant classes lessons on form need not necessarily be confined to describing squares, triangles, &c. Difficult mathematical terms, which are often meaningless to the little ones, but which are meant to train the eye and cultivate habits of observation, puzzle and bewilder, in nine cases out of ten, those for whose benefit they are explained. With the aid of a blackboard how readily and easily might a writing lesson be made the means of giving a lesson on form at once within the children's grasp, and affording excellent practice for eye and hand. While the absence of "drawing" from our school course continues to be such a dark blot on our education system, the writing lesson might be made the means by our teachers—in ever so small a way—of keeping their pupils abreast of the times in this important branch of popular education, a branch which, it is to be hoped, will in the near future find a place in our own school curriculum. Some years ago Mr. Denman, superintendent of public schools, San Francisco, in this connection very aptly observed:—"Drawing cultivates the hand that executes and the eye that sees, it awakens the perceptive faculties and stimulates the inventive genius of the pupils. It leads to a just appreciation of the mechanical arts by which communities and individuals acquire wealth or obtain their daily bread. It is, therefore, a necessary preparation for every successful artisan." And still more recently—1887—Edward Combes, C.M.G., Officer of the Légion of Honour, Member of the Society of Civil Engineers of France, &c., writes:—"A child should commence 'drawing' when learning his alphabet. To learn the name of the letter, and at the same time to imitate its shape from a model, is the way for a child to learn reading, writing,



writing, and drawing at one and the same time. The child does this far more easily than he possibly could if taught separately, the one helps the other; the eye and hand are brought into unison from the first, and once this is firmly established everything else comes easy. . . . I say that no difference of opinion exists as to the absolute necessity of teaching drawing from the very beginning, for it has been made a branch of primary education in every system of public instruction throughout Europe, and is now considered as necessary to a child's education as writing. It is no longer optional, but a required study. Its adoption is no longer an experiment, but an undoubted established fact. . . . It is therefore universally admitted that drawing should occupy an important place in primary instruction, and that when taught, as it should be, it not only gives the facility to many, in a greater or less degree, to represent the various forms which occur in almost all trades and professions, besides being of inestimable value in all sorts of ways in ordinary life, but it gives to all, in a marked manner, a correctness of eye and taste of universal utility."

Table F.  
AVERAGE PROFICIENCY IN SUBJECTS OF INSTRUCTION.

Subjects.	Average Proficiency as a Percentage.		
	State Schools.	Provisional Schools.	All Schools.
Reading ...	66.5 (66.5)	66.8 (65.1)	66.6 (66.2)
Object Lessons ...	63.9 (60.2)	69.7 (58.8)	64.6 (59.9)
Temperance Lessons ...	60.6 (52.7)	...	60.6 (53.5)
Writing ...	78.9 (78.5)	76.6 (73.8)	78.7 (77.5)
Arithmetic ...	63.9 (68.2)	63.9 (65.4)	63.9 (67.6)
Drill ...	76.4 (75.3)	76.7 (71.7)	76.5 (74.5)
Vocal Music ...	75.0 (65.0)	71.4 (55.6)	74.8 (63.2)
Geography ...	65.9 (62.5)	66.7 (62.4)	65.9 (62.5)
Grammar ...	56.2 (53.7)	56.5 (53.3)	56.2 (53.6)
Derivation ...	73.5 (68.8)	65.0 (62.5)	73.1 (68.2)
Composition ...	68.9 (69.9)	70.0 (66.0)	68.9 (69.3)
History ...	69.6 (66.4)	70.0 (80.0)	69.6 (67.5)
Mechanics ...	50.0 (58.8)	30.0 ...	49.0 (52.2)
Domestic Economy ...	68.6 (63.3)	66.7 ...	68.5 (60.0)
Needlework ...	75.7 (73.3)	69.3 (46.7)	75.1 (70.6)
Home Exercises ...	69.2 (67.6)	67.9 (61.3)	69.1 (66.5)

Table G.  
SCHOOLS IN ALPHABETICAL ORDER.

Schools.	Highest Class.	Percentage of Results.	Accommodation in square feet.		Attendance.						Discipline.	General Condition.	Progress.	Children between the ages of 5 and 13, within 2 miles, who do not		
			Inside Floors.	Verandah Floors.	On Roll at Date of Inspection.	Examined.	Average for Quarter preceding Inspection.		Attended 4 days out of 5.					Attend any School.	Attend at least 60 days in each half-year.	
							Number of Pupils.	Percentage of Enrolment.	Number of Pupils.	Percentage of Enrolment.						
STATE SCHOOLS.																
Ashgrove ...	IV.	48.6	700	320	46	27	26.5	65.2	4	8.3	Very fair	Indifferent	Very moderate	1	8	
Coorparoo ...	V.	72.3	3,760	2,400	468	409	300.1	61.5	113	23.1	Very good indeed	Very creditable indeed	Very good	0	48	
Diamantina Orphanage ...	III.	69.2	792	...	35	35	37.8	53.2	34	47.8	Good	Fair	Fair	0	0	
Indooroopilly ...	V.	63.9	1,800	1,120	190	163	111.5	57.4	49	25.3	Good	Hopeful	Very fair	0	51	
Indooroopilly Pocket ...	IV.	70.0	720	280	59	57	47.8	78.4	40	75.4	Very good indeed	Very satisfactory	Good	3	5	
Kangaroo Point (Boys) ...	V.	68.3	3,520	1,440	296	263	194.9	66.5	130	44.4	Good	Very promising	Good	...	...	
Kangaroo Point (Girls) ...	IV.	69.4	3,684	2,315	273	235	190.0	68.3	98	32.7	Good	Satisfactory	Good	11	35	
Kangaroo Point (Infants) ...	I.	69.4	1,653	371	294	247	107.2	57.2	101	29.3	Fair	Fair	Very fair	...	35	
Milton ...	IV.	66.6	1,800	1,110	510	414	312.8	64.8	209	43.3	Very good indeed	Satisfactory	Good	...	90	
South Brisbane (Boys) ...	V.	68.8	3,142	1,912	285	217	165.0	59.1	42	15.1	Very fair	Hopeful	Good	...	13	
South Brisbane (Girls and Infants) ...	IV.	67.0	3,440	1,896	492	459	317.0	58.1	73	13.3	Good	Satisfactory	Good	0	21	
Toowong ...	IV.	66.5	2,548	1,714	466	396	312.2	66.1	184	41.1	Only fair	Fair	Very fair	0	108	
West End (Boys) ...	IV.	65.9	2,600	1,280	193	152	129.5	62.6	56	27.1	Pretty good	Fair	Fair	0	14	
West End (Girls) ...	IV.	65.4	1,100	400	167	139	105.8	68.7	65	42.0	Good	Very fair	Very fair	4	24	
West End (Infants) ...	I.	68.8	860	273	375	317	235.8	62.7	73	19.4	Good	Very fair	Pretty good	...	35	
Woolloongabba (Boys) ...	V.	69.4	2,300	1,352	277	256	226.9	68.3	157	47.2	Very good	Very promising	Good and sound	18	48	
Woolloongabba (Girls and Infants) ...	V.	70.6	2,800	1,600	675	546	446.6	61.9	231	32.0	Good	Very hopeful	Good	...	126	
PROVISIONAL SCHOOLS.																
Mount Pleasant ...	II.	64.7	745	240	98	55	54.0	57.4	41	43.6	Good	Hopeful	Very fair	0	1	
Thompson Estate ...	IV.	68.3	2,496	118	382	361	298.0	65.2	236	51.6	Very good	Satisfactory	Good	...	58	
STATE SCHOOLS (Southern Downs).																
Geham ...	V.	67.9	1,587	720	130	107	101.7	77.0	79	59.8	Good	Satisfactory	Good	0	0	
Glenvale ...	V.	68.8	990	880	76	70	60.8	72.1	47	56.0	Very good	Satisfactory	Very good	0	0	
Gomorrion ...	III.	65.9	544	442	49	20	35.2	64.0	19	34.5	Good	Hopeful	Very fair	0	12	
Goombungee ...	IV.	67.6	540	420	62	48	44.5	71.8	34	54.8	Good	Satisfactory	Good	1	3	
Goondiwindi ...	V.	65.3	1,000	800	181	91	94.3	72.6	60	38.6	Good	Satisfactory	Good, all things considered	0	8	
Highfields ...	IV.	67.6	900	720	85	72	57.1	64.5	21	27.0	Very good	Promising	Good	0	18	
Ingleswood ...	IV.	63.4	480	510	51	42	38.2	74.4	37	74.0	Good	Very hopeful	Good	0	4	
Meringandan ...	V.	69.0	819	750	75	66	56.6	72.6	32	41.0	Very good	Hopeful	Good	4	4	
Merritt's Creek ...	IV.	61.1	720	576	72	68	56.7	78.8	58	80.8	Good	Promising	Very fair	0	2	
PROVISIONAL SCHOOLS (Southern Downs).																
Graceville ...	II.	65.7	216	...	14	12	15.8	83.2	13	68.4	Good	Promising	Very fair	0	0	
Monkey Waterholes ...	II.	64.0	105	...	29	23	20.5	66.1	6	19.4	Good	Promising	In the time good	2	1	
Perseverance Creek ...	III.	60.5	322	...	22	19	17.3	72.1	15	62.5	Good	Very hopeful	Good	0	0	
Woodview ...	IV.	59.2	540	480	44	22	28.5	63.3	15	33.3	Good	Hopeful	Good	0	8	

\* Not known.

† No return.

‡ A new school.

The



The above table, in which are shown the *highest* class, percentage of results, discipline, general condition, and progress of each school inspected by me—except the Roman Catholic and private schools—gives a very fair idea of the proficiency of the several schools of this district, as well as of those visited on the Downs. The *quantity* and *quality* of the attendance, the enrolment at the date of inspection, the number of pupils examined, the *average* attendance for the quarter preceding inspection, the accommodation in square feet—inside and verandah floors—and the number of children as reported by the teachers, whose education is wholly or partly neglected, are also set fully forth for every school.

In the "General Return," which is furnished by each school, "the number of children between the ages of 5 and 13 residing within a radius of two miles who do not attend any school" should be stated, but in the great majority of cases no information is supplied under this head. As to pupils who are attending school, but who do not make sixty attendances in six months, the information given is more complete, and 778 or 12·1 per cent. of the total enrolment have been returned under that heading.

One private school—Bowen House—and 11 Roman Catholic Schools were fully inspected by me during the year, and including these schools, the enrolment, pupils examined, and the average attendance were respectively:—8,551—boys 4,238, girls 4,313; 7091—boys 3,435, girls, 3,656; 6,082·2—boys 3,041·4, girls, 3,040·8. Early in the year, the system of drill heretofore practised in the schools was supplemented by the introduction of the "physical exercises from the Infantry Drill of 1889," and both pupils and teachers seem to be decidedly in favour of the change. That drill in moderation should be taught in all schools is generally admitted. Sir J. Whitworth has said, "I would consider a youth of double value who has had a previous training in a drill which gave him habits of order and cleanliness. A youth who has been well drilled has a pleasure in attending to commands, whilst another not so trained is dull, dilatory, and inefficient"; and Mr. Senior, commenting on this, wrote, "Drill improves the minds and bodies of the children, and promotes in after life their usefulness both to themselves and to the country."

There is a growing tendency of late years, on the part of many teachers, to require from their pupils unnecessarily long "home exercises" and "home tasks," and the result in that *detention* during recess or after school hours is frequently resorted to, a practice which, if not wholly stopped, should at least be discouraged, and looked upon as a sign of feeble administration and inferior professional ability. Mr. G. R. Moncreiff, after thirty years' experience as inspector of schools, deliberately states:—"The ordinary school hours, if rightly used, are as great a strain on children's powers of attention as ought to be laid upon them."

My remarks in last year's report touching kindergarten schools and "industrial education" are still applicable, but they need not be repeated here. I may remark, however, that in view of the rapid advances being made in the chief countries of Europe and America, and even in some of the Australian Colonies in the cause of "technical education," we cannot much longer afford to do little more than to look on.

Seven boys and three girls—3 from South Brisbane (boys'), 2 from Coorparoo (mixed), 1 from Woolloongabba (boys'), 1 from Woolloongabba (girls' and infants'), 1 from South Brisbane (girls' and infants'), 1 from Kangaroo Point (boys'), and 1 from Milton (mixed)—were successful in gaining Grammar School Scholarships at the annual examination held in last December.

I have, &c.,

D. C. MACGROARTY,  
District Inspector.

The Under Secretary, Education Department, Brisbane.

## EAST MORETON DISTRICT, SOUTH DIVISION.

## REPORT OF MR. DISTRICT INSPECTOR SHIRLEY.

South Brisbane, March, 1891.

SIR,—I have the honour to submit my report on the schools of the East Moreton South District for the year 1890.

**LIMITS.**—The main portion of this district includes the south-eastern corner of Queensland, stretching from the river Brisbane to the border of New South Wales, but omitting the city and some of its suburbs. To this has also been added a detached strip along the Brisbane Valley railway line.

**DUTIES.**—The first quarter of the year was spent in work connected with the Christmas examinations of 1889, such as valuing papers and reporting upon the work of the various grades, or in preparing my annual report. From the fourth week in March to the second week in December was given to the actual work of inspection; and for the remaining portion of the year the supervision of examinees at the Leichhardt street centre mainly accounts.

**INSPECTION.**—Forty State schools and forty Provisional schools were examined in detail; one Provisional school was fully examined a second time; two new Provisional schools opened in the fourth quarter of the year were visited for organising purposes, but were not examined; and eight State schools received second inspections. The Provisional schools at Fairview and Norwell were without teachers when I was travelling in their neighbourhood; the latter was visited, but remained closed to the end of the year.

**SCHOOLS.**—The following schools were in operation during 1890:—

State schools for Boys, Girls, and Infants	...	...	...	...	...	40
Provisional schools for Boys	...	...	...	...	...	1
„ „ Boys, Girls, and Infants	...	...	...	...	...	43
Total	...	...	...	...	...	84

**SCHOOL CHANGES AND ADDITIONS.**—Application for the establishment of a State school was received from residents at Dinmore, and the petition was granted. The buildings are now under construction, and school work will be commenced with the new year. Visits of inquiry following upon other appeals were made to Currigee, on Stradbroke Island; Clarendon Railway Station, on the Esk line; Chambers' Flat, near Logan Village; Mount Beppo, near Esk; and Gleneagle, near Beaudesert. Provisional schools were opened at Currigee, Jimboomba, Chambers' Flat, and Darlington; the two latter towards the close of the year.

## MATERIAL ORGANIZATION.

**SCHOOL HOUSES.**—*State Schools.*—Floods caused some damage to the school buildings at Bundamba Lower and Rocklea, which, however, received prompt attention. Additional accommodation is to be supplied to the Beenleigh State school, and means to relieve the crowded state of the Southport school are under consideration. The old school-house at Nanango has been painted, and its appearance has considerably improved. Additions to the furniture at Mount Brisbane make the school plant fully equal to present demands. The general returns prepared by teachers during examination state the following requirements:—

- (a) Extra accommodation at Beaudesert, Goodna, Lowood, and Nerang;
- (b) Repairs to steps, Cedar Creek; verandah railing, Redbank; weatherboards at gables, Redbank Plains;
- (c) Painting at Bulimba, Coomera Upper, Nerang, Redbank Plains, Wellington Point, and Yeronga.

Permission to incur the necessary expense for repairs was given at Cedar Creek; the Redbank Plains school has been painted, and the required alterations have been carried out; a contract for enlarging and painting the school at Nerang has been let; and the schools at Bulimba and Yeronga have been painted.

*Provisional Schools.*—Minor repairs are reported as needed to the school-house at Capalaba, the property of the Department, formerly a State school; and the buildings at Cleveland West, similarly owned, need painting. The Currigee school was without a water supply at the date of visit, and the furniture was incomplete; but this was due to no fault of the committee, the tank, press, &c., having been ordered, but not then supplied.

**GROUPS.**—Very much was done on Arbor Day to improve and embellish the school-grounds throughout the district; and the gathering of parents and friends awoke an interest in the local school which must have a beneficial and lasting effect. In towns near the sea many ornamental exotics were planted; but native trees will succeed best in inland places. For systematic well executed work in tree planting, the schools at Beenleigh, Loganholme, Pimpama Island, and Wellington Point deserve special mention.

*State Schools.*—Some repairs to fences were needed at Beenleigh, and will probably be dealt with when the school building is enlarged. The paling fence at Blackstone has not yet been painted. The grounds at Bulimba and Coomera Lower should be cleared of the shrubby undergrowth; possibly, as at Nerang, ]

Nerang, the senior boys might make a clearing to increase the area for play. At Bundamba Lower and Lowood the want of drains to carry off the surplus water kept the grounds moist and swampy during the early part of the year. Workmen were repairing the fences at Mount Brisbane at the date of inspection; and tenders have been called for the necessary repairs at Sherwood.

**Provisional Schools.**—A good substantial post and rail fence for the large school paddock at Bromelton was approaching completion in October last. At Cleveland West the fences are damaged, and lantana is well established in the grounds. The committee at Eight-mile Plains should place the fences in better condition. The grounds at Brown's Plains, Caningera, Caningera Upper, Christmas Creek, Currigee, Dundas, Dunwich, Five-mile Water, Jinboomba, Kerry, Knapp's Creek, Moondoolan, Mount Cotton, Mudgeraba, Podings, St. Helena, Slack's Creek, Stockleigh, and Teviot Junction are still unfenced.

**RESIDENCES.**—*State Schools.*—Of forty residences provided for head teachers of State schools twenty-nine are reported as in excellent condition. A new residence has been built at Fernvale; additional rooms have been supplied at Mount Brisbane, and the house at Nerang is now being enlarged. Plans are also in hand for the necessary repairs at Beenleigh. Of requirements not yet dealt with the following are the only important ones:—Repairs to roof, Lower Coomera, Pine Mountain, and Waterford; painting, Upper Coomera and Wellington Point; and a detached kitchen at Lowood. School buildings are under the supervision of the local committees, and initiatory action on their part is needed.

*Provisional Schools.*—Six of these were formerly State schools, and are supplied with neat and comfortable residences. Local effort has provided more or less suitable houses at twelve other schools; and at Atkinson's Lagoon, Bundall, and Five-mile Water, there is a room for the teacher, which is occasionally used in wet weather.

**Table A.**  
TEACHERS IN STATE SCHOOLS.

Status.	Males.		Females.	
	Head Teachers.	Assistant Teachers.	Head Teachers.	Assistant Teachers.
Class I. ... ..	0	0	0	0
Class II. ... ..	18	1	0	1
Class III. ... ..	20	5	2	16
Unclassified ... ..	0	0	0	5
Total ... ..	38	6	2	22

**Table B.**  
PUPIL-TEACHERS IN STATE SCHOOLS.

Status.	Males.	Females.
Fourth Class ... ..	2	8
Third Class ... ..	4	5
Second Class ... ..	3	5
First Class ... ..	0	2
On Probation ... ..	0	1
Total ... ..	9	21

**Table C.**  
TEACHERS IN PROVISIONAL SCHOOLS.

Sex.	Have passed no stated Examination.	Have passed the Examination for admission as Temporary Teacher under the Department.	Have held rank as Classified Teacher under the Department.
Males ... ..	17	7	1
Females ... ..	11	6	1
Total ... ..	28	12	2

**STAFFS.**—In forty State schools are employed 44 adult males, 24 adult females, 9 male pupil-teachers, and 21 female pupil-teachers. Twenty adults are of second class rank, 43 of third class rank, and the remaining 5 are unclassified, being wives or sisters of head teachers. The average number of pupils taught daily by each teacher is 24.8—a very moderate demand from each individual, and increased responsibility is possible in this direction. The condition of one State school is reported as “discreditable,” and it is plain that the head teacher is not doing his duty; in six other State schools the general condition is “not promising,” “barely satisfactory,” “not creditable,” “unsatisfactory,” “disappointing,” “disappointing and retrogressive,” in which cases better work must be shown. Thirty-three head teachers are doing their duty faithfully and to the extent of their ability. Of pupil-teachers, 30 per cent. are males, and 70 per cent. females. The technical training of

to those, in my opinion, having more to present than illustrates the best teacher having little time during the school year for preparation of papers for any exposure. Specimen and criticism appears to be more common than that of the other, and the latter is more common than possible.

Of the 200 men who were sent to the test, 120 were sent to the Department, twelve have passed the examination and the temporary members of the force are generally by test better off than they were before. It is also a fact that all of these men. Twenty-nine of these men are now in the service of the Government. The rest have been sent home after examination. A number of men, including a few of the best of the Department at Columbus, and at Belvidere and other places, but some of the best.

During the past year, there were a number of serious fire and investigations into charges by the community of Police Officers and Constables. The investigation was at Bulimba, by direction, at the request of the community, and the investigation was at St. Helens and by direct order from the Department at Bulimba, and at Bulimba and at St. Helens.

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ATTACH : 1 372.

	1954-55		1955-56		Total		Grand Totals
	Boys	Girls	Boys	Girls	Boys	Girls	
Out of school children in the 15-19 age group	1,075	1,754	60	473	2,558	2,245	4,803
At home & school children in the 15-19 age group	1,487	1,327	333	329	1,742	1,387	3,127
At school & out of school children in the 15-19 age group	200	112	280	150	933	712	1,615
Out of school children in the 15-19 age group	1,075	1,754	60	473	2,463	2,147	4,610
At school & out of school children in the 15-19 age group	1,487	1,327	433	340	1,940	1,623	3,563

• *Journal of the American Medical Association*, 1991; 265: 1031-1034

Private.—The term attendance is not used in the 1888 and the average attendance 3127.8, or 65.1 per cent. a return was made by the school agents in 1887-88, but the explanation. In the first and second years of the present year the attendance was 100 per cent. In the third year only with regular attendance, and several schools had no return for a time. At Rockhampton, however, during this period 9 children out of 274 attended in the last of the year, and at Rockhampton 155; Rocklea 6 out of 55; Rocklea 0 out of 100; Winton 5 out of 100; and at the other schools 25. Buildings were damaged or temporarily suspended, and the schools were closed for some time, but all this has been repaired, and the schools are now open. The attendance can be drawn from a perusal of the attendance columns in Table C, and the schools are being known. Fifty neglected children, and 506 eminently irregular attendants are reported by teachers, but many state their inability to supply this information; and some return no return at all for a year. The State schools at Cedar Creek, Moreton Island, Pimpama, Ingham, and Winton have less than 25 pupils in average attendance; and those at Moreton Island and Winton now run as Provisional schools. At Nerang Upper and Tambourine there are children sufficient for the establishment of State schools.

**Table E.**

### CLASSIFICATION OF PUPILS.

Class.	On Roll at Date of Inspection.		Percentage of Enrolment.	Examined.*		Average Age of Pupils on Roll at Date of Inspection.	Average Proficiency in all Subjects expressed as a Percentage.
	Boys.	Girls.		Boys.	Girls.		
STATE SCHOOLS.							
Fifth	23	14	1.0	22	12	14.4	66.1
Fourth	179	153	9.4	144	115	13.1	64.2
Third	340	306	19.3	243	220	11.7	59.9
Second	546	545	32.0	466	396	9.7	57.4
First	730	657	39.3	558	486	6.9	59.8
PROVISIONAL SCHOOLS.							
Fifth	1	1	0.2	1	1	14.8	53.2
Fourth	31	42	6.8	14	32	13.1	59.9
Third	109	94	18.8	81	68	12.0	55.9
Second	222	151	31.6	162	112	9.9	50.6
First	212	184	39.6	171	129	7.0	50.9
Total	2,463	2,147	...	1,863	1,571	...	...

- Present for oral examination.

**CLASSIFICATION.** Considerable improvement is possible under this head, the greatest diversity existing at present. In small schools there is, at times, a tendency to unduly diminish the number of drafts, by which course promotions are seriously checked; while in large schools the drafts may be unwisely numerous, and progress through the class course is rendered intolerably long. For the whole district the percentage in Class I. is more reasonable than usual, but the numbers enrolled in the fourth class should be greater, and in this division the average age is excessive. In the Beenleigh school the age averages were:—Class I. 6·7, Class II. 9, Class III. 10·7; the Veresdale averages for the same classes were



were 7.1, 10.1, and 12.1 respectively; Nanango—7.3, 10, and 13; Lytton—7.3, 10.1, 12.4; Lowood—7.5, 10.6, 12.8; Upper Coomera—7.3, 10.2, 12.7. Similar incongruities are observed in the returns of average months in class. At Veresdale the average months in class in the third primer, upper second, and third classes were 31.6 months, 27.8 months, and 28.7 months; at Bundamba Lower, with better results, 20.4, 10.8, and 8.4; Beenleigh, 13.6, 15, and 6.6. In order that the value of the work of any given school, expressed as a percentage, may not be misjudged, it would be well to add to Table G a column showing the average class time in months for the whole enrolment.

In Provisional schools more harm is done by faults of classification than by any other shortcomings on the part of the teacher; at Podinga there were 29 pupils in seven drafts; and at Belivah 16 children in six drafts; time in class is occasionally excessive as at Kerry, Logan Village, Maudsland, North Maclean, and Tambourine; or pupils may be found classified in excess of attainments as at Belivah, Bundall, Bundamba Upper, Dunwich, Gramzow, Logan Reserve, Pimpama Island, Scrub Creek, and Teviot Junction.

Table F.

## AVERAGE PROFICIENCY IN SUBJECTS OF INSTRUCTION.

Subject.	Average Proficiency as a Percentage.		
	State Schools.	Provisional Schools.	All Schools.
Reading ... ..	60.5	55.1	57.8
Object Lessons ... ..	56.6	47.1	51.9
Temperance Lessons ... ..	53.7	53.3	53.6
Writing ... ..	70.2	68.1	69.2
Arithmetic ... ..	53.8	47.6	51.9
Drill ... ..	65.6	50.7	58.6
Vocal Music ... ..	47.9	32.0	40.1
Geography ... ..	63.5	53.3	58.5
Grammar ... ..	52.6	46.9	49.7
Derivation ... ..	57.4	46.2	52.5
Composition ... ..	63.8	61.8	62.9
History ... ..	53.9	50.0	53.8
Mechanics ... ..	40.2	...	40.2
Domestic Economy ... ..	56.7	...	56.7
Needlework ... ..	70.6	64.4	68.4
Home Exercises ... ..	66.3	59.5	62.9

**SUBJECTS OF INSTRUCTION.**—In Table F *temperance lessons* appear for the first time among subjects of instruction. Dr. Richardson's text book is fairly suitable for use by trained teachers, but takes for granted the possession of a certain amount of scientific knowledge, which is wanting in many of our untrained adults. The subject percentages in Table F show that creditable work is being done in State schools, especially in reading, writing, drill, geography, composition, and needlework. Music carries a low percentage, as several of the older teachers have no musical ability, and do not attempt this subject. The subjects requiring serious and constant attention from teachers in this district are *grammar* and *arithmetic*. Too frequently the so-called grammar lessons are confined to parsing and analysis, apart from any practical bearing on language, being wholly separated from word-building or composition. The following "instruction" shows clearly what should be done:—"From the first, the teaching of the English language should be supplemented by simple exercises in composition: *e.g.*, when a word is defined, the scholar should be called upon to use it in a sentence of his own; when a grammatical principle is explained he should be asked to frame a sentence showing how it is applied; and examples of the way in which adjectives are formed from nouns, or nouns from verbs, by the addition of syllables, should be supplied or selected by the scholars themselves. Mere instruction in the terminology of grammar, unless followed by practical exercises in the use of language, cannot be expected to yield very satisfactory results." With regard to arithmetic, our schedules provide that every scholar shall enter a given class already prepared with the tables required for the rules demanded in that class. If teachers would similarly prepare the ground by means of the mental arithmetic lessons, many of the known difficulties of this subject would disappear. "The object of this (mental) exercise is to encourage dexterity, quickness, and accuracy in dealing with figures, and to *anticipate* by means of rapid and varied oral practice with small numbers the longer problems which have afterwards to be worked out in writing."

The percentages for Provisional schools have some discouraging features; reading, arithmetic, geography, grammar, and drill show unsatisfactory returns; but wherever the teacher is locally connected, and remains in charge for any length of time, improvement may be relied upon. The best of these teachers are ex-pupil teachers, selectors on small grazing farms, and daughters of selectors; but there are many who occupy these posts as temporary refugees, and have no permanent interest in their work. The North Maclean School had three different teachers during the year, with intervals between each when the school was closed; and there were changes at Belivah, Slack's Creek, and Tambourine.

Subjects of instruction are now sixteen in number; and teachers of small schools complain that they can barely find time to give proper instruction in each of these. Should further additions be made to the list, some of those at present taught must go. The omission of drawing from Schedule V. is to be regretted, as it is the basis of all technical instruction, and of primary importance to most artisans. It would perhaps be well to prepare two or three courses for alternative subjects, instead of the lessons on agriculture now required from senior pupils; so that a series of object lessons on chemistry, mineralogy, or metallurgy, might be given at mining centres; on economic botany at schools near the sugar, tobacco, and arrowroot plantations, and at the centres of the timber trade; or on mechanics, mathematics, and electricity in the larger towns near the coast. The museum authorities and the Department of Agriculture might assist with illustrative specimens.

TABLE

**Table G.**  
**SCHOOLS IN ALPHABETICAL ORDER.**

Schools	Highest Class	ACCOMMODATION IN SQUARE FEET		On Roll at Date of Inspection	Attendance				Discipline	General Condition	Program	Other between 4 days of inspection in which school was closed		
		Percentage of Pupils	Inside Floor		Verandah Floor	Examined	Average for Quarter preceding inspection						Attended 4 days out of 5	
							Number of Pupils	Percentage of Enrolment					Number of Pupils	Percentage of Enrolment
ST. V. SCHOOLS														
Alberton	IV	52.3	540	298	56	42	33.7	67.4	22	44.0	Very good	Hopeful	Fair	0
Bendlesworth	V	62.1	620	520	87	77	50.5	66.4	34	44.7	Very good	Creditable	Steady and solid	0
Bonnington	V	60.6	1,336	1,042	240	216	187.3	67.1	108	38.7	Very good	Creditable	Very fair, but irregular	0
Barra	III	69.1	450	360	40	30	25.4	60.4	13	30.0	Very good	Creditable	Steady	0
Blackstone	IV	60.1	1,000	760	147	91	97.3	66.2	58	39.4	Good	Creditable	Fair, but irregular	0
Bulimba	IV	66.9	2,040	1,440	312	250	191.2	64.5	93	30.9	Very good	Very creditable	Steady and solid	0
Bundamba Lower	IV	62.8	2,540	1,932	240	213	141.7	51.3	9	3.2	Very good	Creditable	Fair	0
Cedar Creek	IV	52.7	480	390	26	22	14.5	64.0	10	40.0	Fair	Improving	Steady	0
Cleveland, East	IV	61.2	480	400	43	40	34.4	73.2	33	62.2	Very good	Creditable	Slow, but regular	0
Coomera, Lower	IV	60.8	480	360	57	48	40.0	65.6	24	39.3	Very good	Creditable	Steady	0
Coomera, Upper	IV	59.0	540	360	50	37	31.3	60.3	23	44.2	Very fair	Creditable	Fair, but irregular	0
Cooper's Plains	IV	63.6	480	360	77	60	50.9	72.0	51	61.0	Very good	Very creditable	Steady and solid	0
Eak	IV	65.1	600	800	74	70	55.7	68.7	31	38.2	Very good	Very creditable	Steady	0
Fernvale	IV	53.1	1050	...	53	34	28.7	46.0	7	12.0	Very fair	Fairly creditable	Moderate	0
Goodna	IV	61.5	1,000	1,000	170	77	116.3	71.0	62	39.4	Very fair	Creditable and improving	Steady	0
Hemmant	V	67.2	800	800	80	68	50.1	62.6	33	41.2	Good	Unsatisfactory	Slow and irregular	0
Lowood	III	59.3	540	420	69	63	42.6	52.0	18	23.0	Good	Creditable	Steady, but uneven	0
Lytton	IV	61.0	900	800	81	56	57.8	70.5	44	53.6	Good	Creditable	Steady	0
Moreton Island	III	58.5	540	...	20	13	13.1	93.5	12	85.7	Good	Promising	Steady	0
Mount Brisbane	III	62.8	540	...	69	43	41.6	71.5	10	32.7	Good	Creditable and improving	Steady	0
Mount Gravatt	IV	64.1	900	800	99	93	92.0	72.0	86	67.0	Very good	Creditable	Fair, but uneven	0
Nanango	IV	73.9	672	336	74	57	51.5	70.5	28	38.3	Excellent	Highly creditable	Very steady and solid	0
Nerang	IV	59.8	510	480	90	80	49.0	53.0	11	12.0	Good	Fairly satisfactory	Fair, but irregular	0
Oxley	IV	60.0	960	960	89	64	75.8	80.4	65	69.8	Very good	Creditable	Fair	0
Pimpama	III	61.4	480	180	29	20	23.0	65.7	11	31.4	Very good	Creditable and promising	Steady and solid	0
Pine Mountain	IV	58.6	900	900	71	58	54.1	59.5	18	19.7	Very good	Barely creditable	Fair, but uneven	0
Redbank	IV	60.3	772	720	75	67	44.1	50.0	6	6.8	Very good	Creditable	Steady	0
Redbank Plains	IV	50.1	664	456	51	40	31.9	55.9	14	21.5	Very fair	Disappointing and retrogressive	Very moderate	0
Redland Bay	IV	52.8	630	560	56	45	40.4	61.2	25	38.0	Very good	Disappointing	Slow and irregular	0
Rocklea	IV	59.2	630	560	92	60	36.9	41.0	...	...	Very fair	Creditable	Fair, but irregular	0
Seventeen-mile Rocks	III	47.6	540	420	34	25	25.3	74.7	19	52.9	Very indifferent	Discreditable	Very little	0
Sherwood	V	59.7	1,400	1,400	141	117	93.0	68.3	41	30.1	Very good	Creditable	Steady, but uneven	0
Southport	IV	60.8	900	800	146	133	106.0	66.1	62	37.6	Good	Creditable	Steady	0
Tallebudgera	V	55.4	690	...	41	32	23.1	73.7	22	48.8	Good	Satisfactory	Fairly steady	0
Tingalpa	IV	52.5	527	186	42	38	31.0	64.5	21	50.0	Fair	Not promising	Slow and irregular	0
Veresdale	IV	55.5	540	360	48	34	23.5	43.9	11	22.9	Good	Barely satisfactory	Slow and irregular	1
Waterford	V	59.8	825	875	112	79	62.9	53.4	5	4.2	Good	Creditable	Continuous, but uneven	0
Wellington Point	IV	71.8	735	630	49	45	33.0	78.5	26	61.9	Very good	Highly creditable	Sound and steady	0
Wivenhoe	III	49.7	540	198	23	5	11.4	42.2	...	...	Good	Not creditable	Indifferent, and very uneven	1
Yeronga	V	66.0	1,329	980	174	138	96.3	51.5	9	4.7	Very good	Very creditable	Steady and sound	0
PROVISIONAL SCHOOLS														
Atkinson's Lagoon	III	53.8	298	84	22	16	9.3	34.4	...	...	Severe and repressive	Improving	Moderate	2
Belivah	IV	40.5	384	42	16	13	10.7	53.1	4	21.1	Fair	Very unsatisfactory	Little appreciable	7
Belmont	III	56.7	480	480	20	9	17.5	69.3	3	10.3	Very fair	Promising	Appreciable	0
Bromelton	IV	56.3	540	135	25	20	19.1	65.0	5	17.8	Very good	Satisfactory	Fair, but irregular	0
Brown's Plains	III	46.7	360	180	36	25	14.4	43.6	5	15.1	Fair	Capable of great improvement	Slow and irregular	3
Bundall	IV	50.9	480	...	21	15	11.7	81.6	13	72.2	Good	Capable of great improvement	Irregular	0
Bundamba, Upper	IV	44.3	510	420	17	11	6.0	35.5	...	...	Good	Discreditable	Very little	0
Caningera	V	52.5	240	120	9	6	7.0	77.8	2	22.2	Very good	Promising and improving	Fairly steady	0
Caningera, Upper	II	47.5	664	981	14	8	10.1	72.1	10	71.4	Very fair	Capable of great improvement	Slow and irregular	0
Capalaba	IV	59.6	432	384	32	22	23.4	68.8	23	67.7	Good	Creditable	Steady	3
Cape Moreton	III	45.2	540	280	18	12	14.2	91.7	15	100	Good	Capable of great improvement	Slow and irregular	0
Christmas Creek	IV	57.9	360	144	26	15	10.4	54.7	4	13.7	Very fair	Steadily improving	Appreciable	0
Cleveland, West	III	58.7	618	432	18	15	14.6	69.8	8	33.3	Very good	Fairly creditable	Fair, but irregular	2
Currigee	II	51.9	290	...	15	12	12.9	65.0	11	56.0	Very fair	Satisfactory	Steady	0
Dundas	III	58.0	240	...	19	14	11.5	63.8	4	22.2	Very good	Fairly creditable	Steady	0
Dunwich	II	47.8	240	...	18	12	12.0	68.0	9	50.0	Good	Promising	Fair	0
Eight-mile Plains	IV	52.4	350	175	29	20	11.0	44.1	7	25.5	Very fair	Fairly promising	Evident	0
Five-mile Water	III	51.3	300	344	18	17	10.5	70.0	2	13.3	Very good	Satisfactory	Moderate	0
Gramsow	IV	60.9	480	210	25	22	18.3	73.2	11	41.0	Very good	Hopeful	Slow and irregular	0
Jamboomba, 1st	III	43.5	510	...	28	21	...	...	16	50.0	Very indifferent	Not hopeful	Very little	0
Jamboomba, 2nd	III	52.5	...	...	32	27	20.6	61.5	...	...	Very fair	Improving	Appreciable	0
Kerry	IV	67.6	600	...	29	26	15.9	54.8	...	...	Good	Fairly creditable	Steady	0
Knapp's Creek	IV	62.9	364	192	22	15	13.3	60.0	10	45.0	Very good	Creditable	Steady and solid	0

\* Not known.



DOWNS DISTRICT, SOUTH DIVISION.

REPORT OF MR. DISTRICT INSPECTOR ROSS.

Drayton, April, 1891.

SIR,—I have the honour to submit my General Report for the year 1890.

DISTRICT.

At the commencement of the year a redistribution of the inspectoral districts was made, and that assigned to me was the Downs District, Southern Division.

1. LIMITS.—This district includes all the schools on the Darling Downs south of a line drawn from Goondiwindi to Drayton, and those on, and adjacent to, the Highfields Branch of the Southern and Western Railway.

2. APPORTIONMENT OF TIME.—

	Days.
The reading and valuation of examination papers ... ..	32
The preparation of my Annual Report ... ..	11
Leave of absence granted by the Minister ... ..	15
The preparation of examination questions for the annual examination of teachers ...	4
Leave of absence granted by the Minister on account of sickness ... ..	55
The inspection of schools, holding inquiries, and reporting the same ... ..	152½
Public holidays ... ..	12½
Presiding at the annual examination of teachers ... ..	5
Total ... ..	287

3. INSPECTION.—Owing to a severe attack of illness and a tardy convalescence I was unable for ten weeks to carry on the work of inspection. In consequence of this loss of time Mr. Macgroarty, who had already completed the inspection of the schools in his own district, was sent by the Department to assist me, in order that the inspection of all the schools in my district might be completed before the end of the year. He inspected the following schools:—Woodview, Graceville, and Perseverance Provisional schools, and Inglewood, Goondiwindi, Glenvale, Geham, Gomoron, Goombungee, Highfield, Meringandan, and Merritt's Creek State schools. Thirty-five State schools, 31 Provisional schools, and 2 Roman Catholic schools were inspected by me during the year. The Drayton State school, in consequence of a change of head teachers during the year, was inspected in detail a second time. Warwick East State school was visited a second time for the purpose of hearing the pupil-teachers read, teach, and drill. No other second inspections or visits were made during the year, owing to the loss of time consequent on my illness.

The whole of the schools in this district were inspected in detail, except the Texas Provisional school, which remained closed during the whole of the year.

4. SCHOOLS IN OPERATION.—The schools in operation during the year or part of the year were:—

State schools for Boys only ... ..	1
"    "    " Girls only ... ..	0
"    "    " Infants only ... ..	0
"    "    " Girls and Infants ... ..	1
"    "    " Mixed ... ..	42
Provisional schools ... ..	34
Roman Catholic schools ... ..	2
Total schools of all kinds ... ..	80

5. SCHOOL CHANGES.—The Provisional schools at Elphinstone, near Clifton, Pikedale No. 1, and Pikedale No. 2, on the Stanthorpe and Texas road, Pine Creek, near Domville (Yandilla Back Creek), and Rodger's Creek, near South Toolburra, were all inspected for the first time during the year, and the Pittsworth school received its first inspection as a State school.

6. PROJECTED CHANGES.—The Provisional school at Spring Valley will shortly be superseded by a State school, the buildings for which were nearly completed at the time of my visit towards the end of the year. Inquiries concerning the establishment of State schools to take the place of Provisional schools now in operation at Elbow Valley and Farm Creek were held. At the latter place only a State school was recommended. At Cambooya, Gladfield, Kincora, King's Creek, North Maryland, Springside, and Yandilla the enrolment has almost reached the full complement of the buildings, and at no distant date State schools will have to be established at these places.

Detailed reports of all inspections

forwarded to the Department.

JN.

1. STATE SCHOOLS.—The school buildings of this district are roomy, well lighted, and well ventilated, and well attended. At Emu Valley the school places for the ordinary use presented a very crowded appearance, the dimensions, and it is now equal to the present

school buildings of this district are roomy, well lighted, and well ventilated, and well attended. At Emu Valley the school places for the ordinary use presented a very crowded appearance, the dimensions, and it is now equal to the present



present and prospective demands. Authority to expend small sums in effecting urgent repairs was given, at the time of my visit, to the head teachers at Allora, Darkey Flat, Drayton, and Warwick West. Matters requiring larger outlay, such as the painting of the buildings at Lord John Swamp and the supplying of stoves to Pittsworth, Southbrook, and Drayton schools, were brought under the notice of the Department. Generally speaking the school-houses of this district are in good condition, and are equal to present requirements.

2. **PROVISIONAL SCHOOLS.**—The Provisional schools at Dalrymple Creek, Ellangowan, Elphinstone, Plainby, Rodger's Creek, and Westbrook, are held in neat, well-built, school-houses, that reflect great credit on the residents of the districts in which they are found, since it is at their sole cost that they have been erected. Beyond the fact that it is possible to carry on the work of instruction in them, little can be advanced in favour of the remaining Provisional school buildings in this district. Those at North Branch and Yandilla are the best, and those of Gladfield and Canning Creek are the worst of their kind.

3. **FURNITURE.**—The furniture of the State schools is generally sufficient in quantity and of good quality. The two chief defects are badly constructed slate-racks and heavy-lumbering blackboards; the former, however, are more frequently met with. Sufficient play is not allowed in the grooves of the slate-rack for smooth working, and hence school time is lost in withdrawing or returning slates to their places. The heavy blackboards are relics of past times; all those more recently supplied are suitable for teaching purposes. In Provisional schools, with the exception of those recently erected, the furniture is generally of a rickety and make-shift character.

4. **REQUISITES FOR TEACHING.**—The supply of requisites for teaching was equal to the requirements in all the schools inspected by me during the year.

5. **GROUND.**—The grounds at Wallangarra and at Pittsworth were not fenced at the time of my visit, but steps were being taken at the latter place to have the fences erected. At Mount Kent nine chains of fencing have still to be erected, the delay being caused by owners of property adjoining the school grounds. At Clifton Homestead Area the teacher's residence has been fenced off, and the old slip-rails leading into the grounds have given place to new gates. Defects in the fences were reported at Drayton, Killarney, and East Warwick. At Killarney and Warwick the damage was caused by the overflow of the Condamine in the early part of the year.

It is a pleasing duty to have to report on the immense improvement that has been effected in most of the school grounds in this district through the institution of Arbor Day. Both at State and Provisional schools the planting of shade trees was universal, and the zeal and industry thrown into the work of preparing the ground and of planting the trees by pupils, teachers and school committees merit the highest commendation. A better selection of trees might sometimes have been made, and some of those planted, where water was scarce and the ground unusually hard, have since died; but a good start has been made, and experience has been gained that will no doubt tend to make future efforts more successful. Gay and neatly kept flower beds have, at many schools, followed in the wake of Arbor Day, the Provisional schools, in this respect, being not a whit behind the State schools. It is hardly possible to overestimate the educational value of this latest development in connection with our schools. In the planting, weeding, and watering of the trees and flowers, the pupils are not only taught to work towards a common end—the adornment of the school grounds—but they are indirectly acquiring a taste and a love for beautiful surroundings that will be beneficial to them in after life. In future reports the school grounds most deserving of praise or otherwise will be particularised; the work done at present may be considered as too much "On trial" to admit of fair comparison.

6. **TEACHERS' RESIDENCES.**—Since the last inspection three rooms at Leyburn have been lined, the kitchen is still greatly in need of repairs. At Freestone Creek Upper, and at Hendon, no kitchens have been provided, and that at Drayton is so ridiculously small that it should be enlarged. The remaining residences in connection with the State schools may be regarded as generally satisfactory. At North Maryland and at North Branch a part of the school-house has been partitioned off for the use of the teachers; and at Mountside and Elbow Valley there are small detached residences, but at the remaining 30 Provisional schools of this district no accommodation is provided for the teacher. These schools are taught by single men and women, who obtain lodgings with the neighbouring settlers.

The material organisation may therefore be regarded as generally satisfactory.

#### INTERNAL ORGANIZATION.

1. **TEACHERS.**—In the schools inspected by me for the quarters preceding inspection, the total number of teachers employed in the State schools was 78. The average attendance for the same period was 1,709.6. The number of pupils in daily average attendance taught by one teacher was, therefore, 21.9. This is numerically a very strong average staff; the tables A and B show that it is also professionally very strong, 51 per cent. of the pupil-teachers being classed as of the fourth class. In consequence of the great number of small State schools in this district, each of which must be taught by a head teacher, the staff is very unevenly distributed throughout the district. The average number of pupils taught by one teacher varies from 11.3 in the Hendon State School to 34 in the Warwick West (boys). These figures, however, cannot be taken as representing the normal condition of the strength of the staffs of the schools in the district. At East Warwick, and at the schools in the Warwick portion of the district, which were examined during the second quarter of the year, the average attendance was greatly reduced during the first quarter, owing to heavy floods in the Condamine River and the creeks running into it. To what extent may readily be inferred from the fact that at East Warwick, for the quarter ending March, the average number of pupils taught by 1 teacher was only 15, whereas for the previous quarter it was 24.8. It should also be stated that at 17 of the country State schools where the average attendance was too large for one teacher, and a pupil teacher had to be employed, the average number of pupils taught by one teacher was

only



only 19.6; and at 4 State schools where the head teacher was unaided the average number taught was 18. Making all due allowance, however, for abnormal conditions, the staff of teachers in this district is a very strong one. At Drayton, Leyburn, Killarney, and Swan Creek the number of teachers employed might be reduced without necessarily impairing the efficiency of those schools.

2. HEAD TEACHERS.—It affords me pleasure to speak in high terms of the head teachers in this district, both in regard to the ability, zeal, and faithfulness with which they discharge their duty and to the assistance rendered me in the work of inspection. At no school has any complaint been made against any of their number. Many of them take a great interest in the local matters that naturally lie within their province, and do their best to promote the intellectual advancement of the people amongst whom they are placed. Too large a proportion of their number have, however, not yet attained the status of second class, and it is to be hoped that the late concessions of the Department will induce them to strive for the higher classification, which, to them, means not only prospective advancement, but present increase of emoluments.

3. ASSISTANT TEACHERS.—There are 14 classified assistant teachers, 5 males and 9 females, in this district, all of whom are reported as doing their duty zealously and faithfully. One of the male assistants holds the rank of "Teacher of the second class"; the remaining teachers, both male and female, are only of third class rank. One male and one female teacher presented themselves for examination at the late examination of teachers for admission to second class. Some of these assistants have held their present rank for years, and it is to be feared have become indifferent to further advancement, and disheartened by the amount of labour that an examination for the higher classification would entail. There was some ground for discouragement as long as the schedule of requirements contained so many failing subjects, but with the concessions lately made by the Department there is nothing to prevent any man or woman with average ability and steady application obtaining the rank of "Teacher of the second class." It is, unfortunately for them, a question only, which do they prefer, the rougher path that leads to promotion, or the smoother one that tends only to stagnation? They appear to prefer the latter. When a training college is established the pupil-teacher will pass from the discipline of the school to that of the college, and his studies will be carried on without a break—a break that experience shows us has a strong tendency to become permanent.

4. PUPIL-TEACHERS.—There are some bright, intelligent, and promising teachers among these young boys and girls, and there are some who are neither intelligent nor promising. More care should be exercised by head teachers in the selection of boys and girls for the office of pupil-teacher. It is of course necessary that these young people should be of good moral character, and should come from respectable homes which is some guarantee of future good conduct, but it is quite as necessary that they should have good natural abilities and some aptitude for teaching. Boys have sometimes been selected that would have earned a good living on the farm or in the workshop, but, as pupil-teachers, they are a source of worry and disappointment during their pupilage, and afterwards as teachers they will probably swell the number of the disaffected to be found amongst teachers as amongst all other professions. Much of the mischief springing from this source would be avoided if pupil-teachers for the first two years were appointed only on probation, and their appointments were not confirmed till they had given evidence of their fitness for the office of teacher. It is still not possible to speak generally in high terms of the education received by them from their respective head teachers. The examination papers certainly bear evidence of greater care in work purely mechanical, but there is the same inability to classify, to appraise, and to generalise the information they have in possession. There is too much book work and too little mental training; too much learning of tasks and hearing of lessons, and too little teaching.

5. PROVISIONAL SCHOOLS.—Thirty Provisional school teachers were employed during the year in the Provisional schools inspected by me, and of these only 6 had passed any of the examinations for teachers of any rank. The 1 female of the third class is now employed as an assistant in a State school. The remaining 23 who have passed no examination might reasonably be expected to present themselves for examination for admission as temporary teacher, at least, as an evidence of their desire to fit themselves to this small extent for the position they have sought. As a body these teachers are diligent and faithful in the discharge of their duties, and a fair percentage of them are doing work of a creditable character. One or two instances of carelessness in the appearance of the schoolroom and of indifference to the character of the work performed were reported to the Department, but in by far the majority of instances the teachers in the Provisional schools are doing their best.

Table A.  
TEACHERS IN STATE SCHOOLS.

Status.	Males.		Females.	
	Head Teachers.	Assistant Teachers.	Head Teachers.	Assistant Teachers.
Class I. ... ..	0	0	0	0
Class II. ... ..	17	1	0	0
Class III. ... ..	16	4	1	8
Unclassified ... ..	1	0	0	1*
Total ... ..	34	5	1	9

\* Teacher's wife.

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Table B.  
PUPIL-TEACHERS IN STATE SCHOOLS.

Status.	Males.	Females.
Fourth Class ... ..	3	12
Third Class ... ..	2	1
Second Class ... ..	3	2
First Class ... ..	2	3
On Probation ... ..	0	1
Total ... ..	10	19

Table C.  
TEACHERS IN PROVISIONAL SCHOOLS.

Sex.	Have passed no stated Examination.	Have passed the Examination for Admission as a Temporary Teacher.	Have held the rank of Classified Teachers under the Department.
Males ... ..	13	3	0
Females ... ..	11	2	1
Total ... ..	24	5	1

6. ATTENDANCE.—Table D shows that the total enrolment in the schools inspected by me for the quarters preceding inspection was 3,534, and that the average attendance for the same periods was 2,230.5, or 63.1 per cent. of the enrolment. In State schools only the total enrolment for the corresponding quarters was 2,698, and the average attendance 1,709.6, or 63.4 per cent. of the enrolment. In Provisional schools for the same periods the total enrolment was 836, and the average attendance was 520.6, or 62.3 per cent. of the enrolment.

During the same periods the number of pupils who attended 4 days out of 5 was, in State schools, 974, or 36.1 per cent.; and in Provisional schools 282, or 33.7 per cent. of the enrolment.

Twenty-four children between the ages of 5 and 13, who live within 2 miles of a State school, and 8 who live within the same distance of a Provisional school, are reported as not attending any school; while, of those who are enrolled, 211 at State schools and 88 at Provisional schools did not make the minimum attendance required by "*The State Education Act of 1875.*"

Summarising these results it will be found that the average attendance at the schools inspected by me for the quarters preceding inspection was 63.1 per cent. of the enrolment; the number attending 4 days out of 5 was 35.5 per cent. of the enrolment; the number of pupils who failed to attend 60 days during the half-year preceding inspection was 8.5 per cent. of the enrolment; and 32 children who live within 2 miles of a school failed to make any attendance. There can be no doubt that the latter number is understated. The teachers at Cross Hill and Warwick West reported that they had no means of ascertaining what children were not attending school, and until we have a census of children of school age accuracy as to the number of children whose education is totally neglected can only be approximate. There is, however, matter enough for grave anxiety in the other returns which are compiled by head teachers from the record books, and therefore presumably accurate; and the gravity is increased by the fact that, making due allowance for adverse seasons, the average attendance by existing machinery has apparently reached its maximum—a maximum of slightly under 70 per cent. of the enrolment. The permissive policy having apparently failed, it might be well for the Department to try one of compulsion, beset as such a measure would be with many and obvious difficulties. Amongst other changes such a measure would involve would probably be a reconsideration of the holidays given, both as to the amount and as to the times at which they should occur, so that children living outside towns might be free to assist their parents at such times as their services would be most needed without unduly interfering with their attendance at school.

7. CLASSIFICATION.—Table E furnishes statistics with regard to the classification of pupils, the percentage of pupils in each class, the number examined in each class, the average age of pupils in each, and the average proficiency in all subjects expressed as a fraction for each class. The highest class was a fifth in 11 State schools, a fourth in 23 schools, and in only one State school, recently established, was a third the highest. In Provisional schools the highest was a fifth in one school; in 13 schools the highest was a fourth, and in only 2 schools was the highest a second. This general survey of the classification may be regarded as highly satisfactory to the Department and very creditable to the head teachers, indicating, as it does, an upward tendency. In my last district (West Moreton) the percentage of the enrolment below the standard of the third class for 1889 was 76 per cent. in State schools and 81.8 per cent. in Provisional schools. The corresponding figures for this district in 1890 are 66.2 and 74.9 respectively.

In Provisional schools and in some of the smaller State schools the classification is frequently too minute. Drafts, and sometimes separate classes, are formed of 1 or 2 pupils who receive separate instruction in the work set apart for that class, notwithstanding the provision made to meet such cases in the Regulations, clause 65, section 2. The teachers of such schools should remember that the uniform advancement of the school, and not the phenomenal progress of favoured individuals, is what the department requires at their hands. In two or three instances during the year adverse reports have had to be made of Provisional schools in which the teachers were carrying on the work of preparing candidates for examination as teachers, to the neglect of the younger children in their schools. It cannot be too well understood that any such preparation can only be legitimately carried on outside the ordinary school hours.

8. PROFICIENCY.—The average proficiency of each class, as shown in Table E, column 8, is very satisfactory both in State and Provisional schools. A comparison of the results in each class of school, notwithstanding



notwithstanding the fact that the standard of examination is lower in Provisional than in State schools, clearly indicates the superior quality of the instruction given in the State schools. The proficiency, however, varies greatly in even the State schools from causes sometimes beyond the head teacher's control. The quality of the attendance, the strength of the staff, and the general environment of the school, are all potent factors that operate for or against a high stage of general proficiency. Column 3 in Table G shows the proficiency for each school examined.

Table D.  
ATTENDANCE OF PUPILS.

	State Schools.		Provisional Schools.		Total.		Grand Total.
	Boys.	Girls.	Boys.	Girls.	Boys.	Girls.	
On roll, end of quarter preceding inspection ... ..	1,415	1,253	447	389	1,892	1,642	3,534
Average attendance for quarter preceding inspection ...	920.6	789.3	280.7	239.9	1,201.3	1,029.2	2,230.5
Attended four days out of five for quarter preceding inspection	526	448	141	141	667	589	1,256
On roll at date of inspection ... ..	1,362	1,203	422	367	1,784	1,570	3,354
Examined ... ..	1,209	858	322	295	1,531	1,153	2,684

Table E.  
CLASSIFICATION OF PUPILS.

Class.	On Roll at the date of inspection.		Percentage of Enrolment.	Examined.		Average Age of Pupils on Roll at date of inspection.	Average Proficiency in all Subjects.
	Boys.	Girls.		Boys.	Girls.		
STATE SCHOOLS.							
Fifth	...	...	...	...	...	...	...
Fourth	...	...	...	...	...	...	...
Third	...	...	...	...	...	...	...
Second	...	...	...	...	...	...	...
First	...	...	...	...	...	...	...
Total	...	...	...	...	...	...	...
PROVISIONAL SCHOOLS.							
Fifth	...	...	...	...	...	...	...
Fourth	...	...	...	...	...	...	...
Third	...	...	...	...	...	...	...
Second	...	...	...	...	...	...	...
First	...	...	...	...	...	...	...
Total	...	...	...	...	...	...	...

9. DISCIPLINE.—In column 12 of Table G, the character of the discipline in each school is briefly described. It is excellent in the Swan Creek State School, and it approaches excellent in those of Allora and Warwick West (girls and infants). In only 3 State schools does it fall below the standard of very fair, and in only one Provisional school, King's Creek, is it indifferent. Throughout the district the pupils, with but few exceptions, are obedient and attentive to the work in hand, and are respectful in their manners and bearing. Habits of self-reliance have, however, still to be formed in those schools where prompting or copying manifest themselves on examination days. Happily the number of such schools is small. A more genial atmosphere and a higher moral tone are desiderata almost throughout the district. Much good might be done in improving the discipline, and raising the moral tone of a school by occasional lessons on such subjects as truthfulness, honesty, courtesy, self-reliance, &c. Such lessons, properly given, could hardly fail to exercise a beneficial influence on both boys and girls even in their after life.

10. RECORDS.—The records are generally neatly kept; instances of carelessness in this respect were met with and reported to the Department. The more common omissions and errors were both of a character that indicated haste or carelessness rather than attempted falsification, as might be inferred from the high opinion expressed elsewhere regarding the teachers of this district.

11. METHOD.—Confined as my work has been during the year to the detailed examination of the schools, circumstances already adverted to having made second visits impossible, it is, to a great extent, only inferentially that I can speak of the methods employed in carrying on the work of instruction in this district. The general impression, with some notable exceptions, was that the teaching had been too mechanical. There was evidence of diligent and faithful work done, but it had been too mechanically done. Perhaps the greatest danger all who are engaged in the instruction of the young have to contend with is the danger of becoming too mechanical, of making a groove and running more or less smoothly in it. It is at any rate a very real danger, one that must be avoided, and the more intellectual life that is infused into the daily work of the school, the more successfully will the danger be avoided.

Reading.—Fluent reading is almost universal; intelligent, expressive reading is rare. In even the larger schools where there is almost a teacher to every class, and good reading should be very possible, intelligent, expressive reading is seldom heard. There is little excuse for this state of things. The small amount of reading matter required from each class, Schedule V., and the absence of provincialisms and local patois among our children, render it a very easy matter to teach them to read fluently; but something more than this should surely be attempted. The reading books are not the best of their kind, but that the whole of the shortcoming is not chargeable to them is proved by what is found in some schools.  
Many

Many teachers fail to realise the importance of *good* reading, and as a matter of course they do not throw sufficient interest into the lessons. They hear the reading lessons, but they do not teach them. The spelling of common words outside the reading books is still far from being a creditable performance. The recitation of poetry is on a par with reading; as one improves so will the other. The highest results for reading among State schools were obtained by Lower Freestone Creek School, and among Provisional schools by the Plainby School.

**Object Lessons.**—There are no more valuable lessons in the curriculum of the common schools than object lessons, because there are none that afford so many opportunities for promoting, in its widest sense, the intellectual growth of the pupil, for increasing his knowledge of things, for enlarging his vocabulary, and for enabling him to express himself readily on questions submitted to him. Valuable, however, as these lessons are, there is a great danger of their being altogether elbowed out of our schools. Temperance lessons, lessons on agriculture and domestic economy, now monopolise most of the time set apart for them in the time tables; and when they are given they are to a large extent the mere repetition of the notes taken wholesale from the text-book supplied by the Department. Such lessons are mere dry bones, wholly destitute of the life, vigour, and verve that should characterise them. Temperance lessons, lessons on agriculture and domestic economy should each have a specified time allotted to them in the school routine, but they should not be allowed to crowd out the object lesson, for which such minute provision is made in Schedule V.

**Writing.**—The proficiency in this subject is very satisfactory; the average mark for the whole district in State schools approaches good, and in Provisional schools it is very fair. In the upper classes, fourth and fifth, plain and ornamental print should be taught.

**Arithmetic.**—Proficiency in this subject varies little from year to year, nor does it differ very widely in the different districts. The same defects present themselves with a regularity that is wearisome in its monotony. The best of the work is found in tables and the operations in the simple rules, and the worst in the higher rules and in mental arithmetic. Problems of all kinds seem to be a kind of *pons asinorum* in many schools for the simple reason that they are the most crucial test applicable to the teaching of arithmetic. Mental operations are generally performed with too much deliberation, and with an air of seriousness that ill befits the occasion or the work in hand. Quick, brisk questioning, with rapid *vis à voce* answering, should characterise lessons in mental arithmetic, the aim being to secure speed as well as accuracy.

**Drill.**—The new physical drill has not yet been introduced to this district. In the Provisional schools the drill of the text-book supplied by the Department is seldom well taught. Many of the teachers have not taken the trouble to master the contents of the book. Marching is usually badly done, and many of the movements should be performed with more celerity and precision.

**Music.**—This is not a popular branch in the schools in this district judging from the small amount of work that is mastered between inspections. In some schools the children sing as if they really enjoyed the exercise, while in others it is more or less a painful process, both to the performer and to the listener. There are exceptions, but, speaking generally, the number of songs taught is ridiculously small, and they are not always of the most suitable kind.

**Geography.**—Geography is better taught than grammar, both in Provisional schools and State schools, but in both the memory is chiefly relied on for results. Physical geography is more frequently taught than mathematical geography, as it is a more interesting branch of study for young children, and the requirements are more clearly defined in Schedule V.

**Grammar.**—This subject as taught in Provisional schools is of little educational value. In State schools the rules of syntax should more frequently be explained and applied. Analysis in many schools branches out into detail that is of no value, educational or practical, and much of the time thus frittered away might be profitably devoted to the construction of sentences.

**History.**—In State schools the marks obtained for this subject vary from 20 to 80 per cent, and in the 8 Provisional schools in which it is taught from 20 to 70 per cent. This subject would be much better taught than it is now if some series of "Historical readers" were introduced into our schools.

Table F gives the average percentages of marks for each subject in both State and Provisional schools, and affords an opportunity of comparing the average results obtained for each subject by each class of school.

Table F.  
AVERAGE PROFICIENCY IN SUBJECTS OF INSTRUCTION.

Subjects.	Average Proficiency as a Percentage.		
	State Schools.	Provisional Schools.	All Schools.
Reading ... ..	68.2	63.5	66.0
Object Lessons (Agriculture) ... ..	61.4	49.1	55.8
Temperance ... ..	69.3	59.1	65.0
Writing ... ..	77.6	71.5	74.8
Arithmetic ... ..	62.7	55.9	59.6
Drill ... ..	69.2	59.6	64.8
Music ... ..	60.2	42.5	54.4
Geography ... ..	60.5	54.8	62.8
Grammar ... ..	59.2	48.4	54.4
Derivation ... ..	67.4	62.3	65.3
Composition ... ..	67.2	64.2	65.9
History ... ..	56.8	48.7	55.0
Mechanical Powers ... ..	56.7	not taught	56.7
Domestic Economy ... ..	63.3	55.3	62.5
Needlework ... ..	74.0	68.1	72.6
Home Exercises ... ..	74.7	68.4	71.8

TABLE



Table G.  
SCHOOLS IN ALPHABETICAL ORDER.

Schools.	Highest Class.	Percentage of Results.	Accommodation in square feet.		Attendance.						Discipline.	General Condition.	Progress.	Child between ages 5 and 13, within miles of school.	
			Inside Floors.	Verandah Floors.	On Roll at Date of Inspection.	Examined.	Average for Quarter preceding Inspection.		Attended 4 days out of 5.						
							Number of Pupils.	Percentage of Enrollment.	Number of Pupils.	Percentage of Enrollment.					
STATE SCHOOLS.															
Allora	V.	71.8	1,434	1,475	189	151	124.0	66.0	73	38.8	Higher class excellent; lower classes very good	Highly satisfactory	Very good	0	
Clifton Colliery	V.	70.7	561	482	36	32	35.6	66.0	18	33.9	Very good	Very satisfactory	Good	0	
Clifton Homestead Area	IV.	65.6	540	...	26	21	18.3	66.6	11	40.7	Very good	Satisfactory	Very creditable	5	
Cross Hill	IV.	59.5	648	646	32	18	19.8	64.0	16	51.6	Very fair	Not yet satisfactory	On the whole fair	1	
Crow's Nest	IV.	68.7	450	400	46	36	33.9	69.4	21	42.8	Very good	Satisfactory	Creditable	0	
Darkey Flat	IV.	68.3	504	474	53	45	40.2	83.4	40	67.7	Very good	Very satisfactory	Sound	0	
Drayton	IV.	63.3	1,324	667	135	91	94.9	70.3	60	44.4	Fair in higher classes; good in lower classes	On the whole satisfactory	On the whole creditable	4	
Emu Creek	IV.	66.9	544	640	46	42	34.0	65.7	23	44.2	Very good	Satisfactory	On the whole very creditable	0	
Emu Vale	IV.	71.4	468	416	92	77	44.2	52.2	14	16.6	Very good	Highly creditable	Sound	0	
Freestone Creek, Upper	IV.	66.1	500	630	62	44	38.8	60.6	21	32.8	Good	Satisfactory	Satisfactory	0	
Freestone Creek, Lower	V.	69.6	558	217	54	40	38.9	67.2	29	50.0	Good	Very satisfactory	Very creditable	4	
Geham*															
Glenvale*															
Gomoron*															
Goombungee*															
Goomburra	IV.	60.2	448	448	38	24	30.7	77.3	29	70.7	Very fair	Fairly satisfactory	Fair	0	
Goondiwindi*	IV.	59.8	450	400	48	42	22.6	45.3	4	8.0	Secures very fair working conditions	Fair	Fairly satisfactory	0	
Hendon															
Hermitage	IV.	70.1	540	420	46	36	38.9	82.7	27	57.4	Very good	Very satisfactory	Sound	0	
Highfields*															
Inglewood*	IV.	65.1	1,520	888	118	96	40.4	41.1	3	2.5	Good	Fairly satisfactory	Fair progress under the circumstances	0	
Killarney															
Leyburn	IV.	71.0	580	240	60	61	58.8	61.8	60	83.3	Very good	Highly satisfactory	Very creditable	1	
Lord John Swamp	V.	65.3	630	480	49	31	35.6	71.2	33	66.0	Good	Satisfactory	Creditable	0	
Meringandan*															
Merritt's Creek*															
Mount Kent	IV.	50.9	600	480	43	24	28.1	54.0	3	5.8	Fair only	Only moderately satisfactory	On the whole fair	2	
Pittsworth	III.	70.8	680	544	71	46	40.3	58.5	11	15.9	Very good	Satisfactory	Good	0	
Plainview	IV.	69.8	520	416	58	49	46.6	78.4	33	54.1	Very good	Very satisfactory	Good	0	
Ramsay	IV.	64.3	600	480	41	33	29.9	67.9	24	54.5	Fair	Fairly satisfactory	Very fair	0	
Sandy Creek	IV.	66.8	480	240	34	23	25.2	68.1	15	40.5	Good	Very fairly satisfactory	Creditable	5	
Southbrook	IV.	68.2	450	400	52	51	37.9	63.1	26	43.3	Very good	Very satisfactory	Good	1	
Spring Creek	IV.	70.1	800	800	65	59	51.8	77.3	40	60.0	Very good	Highly satisfactory	Very creditable	0	
Stanthorpe	V.	63.9	2,100	700	134	117	85.5	60.6	57	40.4	Good	On the whole very satisfactory	Creditable	0	
Sugarloaf	IV.	67.5	996	432	80	63	30.1	41.3	6	8.2	Fair	Moderately satisfactory	Pretty fair	0	
Swan Creek	V.	72.0	590	780	96	86	52.0	56.5	14	15.2	Excellent	Highly satisfactory	Very good	0	
Toolburra South	V.	56.3	300	...	22	18	15.4	64.1	9	37.5	Very good	Fairly satisfactory	Very fair	0	
Tummalville	IV.	63.7	288	144	24	22	19.8	60.0	10	33.3	Very good	Fairly satisfactory	Very fair on the whole	0	
Umbrum	IV.	67.0	540	420	47	43	36.7	63.2	29	50.0	Very good	Very satisfactory	Good	1	
Wallangarra	V.	68.0	612	544	65	45	43.3	66.6	17	26.1	Very good	Very satisfactory	Sound	0	
Warwick East	V.	64.8	1,102	1,140	131	119	74.6	47.5	...	...	Very good	Very satisfactory	Very creditable	0	
Warwick West (Boys)	V.	61.2	2,225	1,015	161	131	103.3	67.0	57	56.5	In upper classes very fair, in lower classes very good	Very fairly satisfactory	Very fair	0	
Warwick West (Girls and Infants)	V.	66.5	2,750	1,015	223	166	164.9	69.6	100	42.0	Very good	Highly satisfactory	Good and sound	0	
Yangan	V.	70.3	540	448	86	63	56.9	58.6	11	11.3	Very good	Very satisfactory	Highly creditable	0	
PROVINCIAL SCHOOLS.															
Cambooya	IV.	60.3	380	...	35	28	15.4	59.2	1	5.8	Very good	Fairly satisfactory	Creditable	0	
Canning Creek	III.	55.9	226	...	30	19	15.4	80.0	12	60.0	Very good	Satisfactory	Very fair on the whole	0	
Dakynne Creek	V.	55.3	226	162	31	30	22.4	62.2	6	16.6	Good	Moderately satisfactory	Fair, but unequal progress	0	
Elbow Valley	IV.	59.4	384	28	39	32	20.9	43.3	3	6.5	Very fairly effective	Fairly satisfactory	Fair	0	
Ellangowan	III.	57.1	326	144	21	17	13.3	70.0	11	57.9	Fair	Satisfactory	Satisfactory	0	
Ellingstone	IV.	60.9	232	126	22	18	15.0	64.2	12	51.0	Fair	Moderately satisfactory	Fair	0	
Fern Creek	IV.	64.7	480	180	34	27	14.5	36.2	...	...	Very good	Very satisfactory on the whole	Good	0	
Gladfield	IV.	57.3	300	...	26	25	29.1	73.0	20	52.6	Fair only	On the whole fairly satisfactory	On the whole fair	0	
Gracerville*															
Illoora	IV.	55.0	240	160	34	31	25.7	71.2	24	66.6	Very fair on the whole	On the whole fairly satisfactory	On the whole very fair	0	
King's Creek	IV.	44.5	275	150	34	19	14.3	36.6	...	...	Indifferent	Very unsatisfactory	Indifferent	0	
Lucky Valley	IV.	59.9	264	122	17	16	11.3	56.5	...	...	Very good	Satisfactory	Satisfactory	0	
Mountain View	III.	60.0	240	...	40	24	20.9	56.0	11	21.6	Good	Generally satisfactory	Very creditable	0	
Mountaine	III.	59.3	220	160	17	17	16.1	56.4	16	58.0	Good	Fairly satisfactory	On the whole fair	0	
North Branch	III.	55.4	252	165	19	4	10.4	47.3	6	27.3	Attendance too low to warrant the expression of an opinion	Very unsatisfactory	Very fair	0	
North Maryland	IV.	63.1	480	...	44	42	25.6	56.6	14	31.6	Very fair	Very fairly satisfactory	Satisfactory	0	

\* Schools examined by Mr. MacGregory. Teachers unable to certify.

Table G.—continued.  
SCHOOLS IN ALPHABETICAL ORDER—continued.

Dis.	Highest Class.	Percentage of Results.	Accommodation in square feet.		Attendance.						Discipline.	General Condition.	Progress.	Children between the ages of 5 and 13, within 2 miles, who do not	
			Inside Floors.	Verandah Floors.	On Roll at Date of Inspection.	Examined.	Average for Quarter preceding Inspection.		Attended 4 days out of 5.					Attend any School.	Attend at least 60 days in each Half-year.
							Number of Pupils.	Percentage of Enrolment.	Number of Pupils.	Percentage of Enrolment.					
L SCHOOLS—	continue d—														
... ..	III.	66.2	308	72	25	16	18.9	60.9	11	35.5	Very fair ...	Satisfactory ...	Creditable ...	0	15
... Creek*	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
1 ... ..	II.	61.0	188	...	15	14	8.1	54.0	6	40.0	Very good ...	Satisfactory under the circumstances	Creditable ...	0	0
2 ... ..	III.	54.6	210	108	10	9	9.1	75.8	10	83.3	Very good ...	Very hopeful...	Good since opening of the school four months ago	0	0
... ..	IV.	51.8	264	154	18	14	12.7	70.6	12	66.6	Good ...	Moderately satisfactory	On the whole pretty fair	1	0
... ..	II.	64.0	273	138	12	12	10.3	64.4	5	31.2	Very good ...	Satisfactory ...	Very satisfactory	1	2
... ..	II.	77.0	400	...	19	18	16.4	87.3	13	68.3	Very good ...	Highly satisfactory...	Great and sound	0	0
sek ... ..	IV.	49.9	...	...	17	16	13.8	76.6	15	83.3	Very fair ...	Moderately satisfactory	Probably moderate progress†	0	0
... ..	III.	62.1	312	144	23	16	17.2	82.1	13	61.9	Very good ...	Satisfactory ...	Creditable ...	0	0
... ..	III.	56.6	336	60	17	15	15.0	83.3	13	72.2	Mild but effective	Moderately satisfactory	Moderate ...	0	0
... ..	III.	50.8	336	...	18	9	14.4	60.0	4	16.6	Secures fair working conditions	Probably moderate†	Probably moderate†	5	13
... ..	IV.	58.5	240	120	16	15	9.2	57.5	5	31.4	Very good ...	Satisfactory ...	On the whole creditable	0	5
... ..	III.	59.4	364	196	48	28	28.9	62.8	10	22.0	Very fair ...	Fair ...	On the whole very fair	0	1
y ... ..	IV.	60.2	384	...	42	32	20.0	63.0	12	26.0	Good ...	Fairly satisfactory ...	Very fair since last inspection†	0	4
... ..	IV.	56.2	364	364	22	13	17.6	83.8	15	71.4	Good ...	On the whole fairly satisfactory	On the whole pretty fair	0	0
... ..	III.	53.1	307	120	38	31	25.5	56.5	3	6.6	Good ...	Fairly satisfactory ...	Very fair on the whole	0	0

\* Schools examined by Mr. MacGroarty.    † Attendance too small on the day of inspection to warrant the expression of a decided opinion.  
‡ School closed during the year.    ‡ Change of teachers between inspection.    § Area not returned.

SCHOOL COMMITTEES.—With very few exceptions committees take very little interest in the schools in their respective localities. They should periodically visit the schools and inspect the records: they do neither. Clause 10 of the Regulations states,—“Committees have the privilege of granting one holiday in each school quarter, but this privilege should be exercised only on proper occasions.” This privilege is freely exercised by many committees without regard to *proper occasions*.  
The schools in this district deserving of special mention for high results and excellence of administration are Warwick West (girls and infants), Swan Creek, Allora, Emu Vale, Leyburn, and Ingan State schools. The Provisional schools at Plainby, Mountain View, and Farm Creek may be regarded as the most efficient.

I have, &c.,  
R. NEWCOMBE ROSS,  
District Inspector.  
Under Secretary, Department of Public Instruction, Brisbane.

## EAST MARLBOROUGH DISTRICT, NORTH DIVISION, WITH GYMPIE AND UPPER MARY.

### REPORT OF MR. DISTRICT INSPECTOR BOOTH.

Brisbane, March, 1891.

THE DISTRICT INSPECTOR IS PLEASED TO SUBMIT TO YOU THE FOLLOWING GENERAL REPORT FOR THE YEAR 1890:—

#### DISTRICT.

The district assigned to me in the beginning of the year for inspection was that denominated East Marlborough North, with Gympie and the Upper Mary. The extent of the district being fairly indicated by its name. It is sufficient to state that its north and south limits are respectively Owanbylla, on the Mary River, and Kyneton, at the mouth of the Brisbane.

**RECAPITULATION OF TIME.**—The first week of the year was occupied in reporting on inspections made at the end of the preceding year, the next three weeks being devoted to the reading and valuation of examination papers, separating out the quality of the answers, and writing my Annual Report for 1890. After these things were done I commenced the work of inspection at the end of March, and, with the exception of a few days given to the preparation of examination papers, continued it to the middle of December, the remainder of the month being occupied in preparing at the annual examination of teachers in the Brisbane Girls' Central School, and in reporting on recent inspections.

**REVISITS.**—During this period the whole of the schools upon my list were examined in detail—those at Pinner's River and Owanbylla being for different reasons examined a second time, while ten of the larger schools received second visits of inspection, at which the organization of the schools, the methods of instruction employed, and the professional ability of the various teachers came more fully under review than was possible at the first inspections. Opportunity for making these second visits was rendered possible by the facts that the bulk of the schools are Provisional schools or the smaller class of State schools, and that comparatively little time was absorbed in travelling from place to place. Casual visits were also made to several schools as opportunity offered, and three inquiries were held—one in reference to complaints regarding a teacher, and the others regarding proposed establishment of schools. Reports on the whole of the above were furnished to the Department in due course.

The schools at North Caboolture and Roschill opened near the end of 1889, were this year inspected for the first time, as were also seven others established during the current year.

The only schools not under the Department, but subject to inspection, were the two Roman Catholic schools at Gympie.

**SCHOOLS IN OPERATION.**—The schools in operation in this district during the year may be classified as follows:—

State schools for Boys only	...	...	...	...	...	2
" " " Girls only	...	...	...	...	...	1
" " " Infants only	...	...	...	...	...	1
" " " Girls and Infants	...	...	...	...	...	1
" " " Boys, Girls, and Infants	...	...	...	...	...	25
Provisional schools	...	...	...	...	...	45
Roman Catholic schools	...	...	...	...	...	2
Total schools of all kinds						80

**CHANGES, &c.**—Early in July a State school was opened at Little Cabbage-tree Creek, on the Brisbane and Gympie road; while Provisional schools have been established at Branch Creek, between Warner and Samson Vale, Burpengary, south of Caboolture, Yandina, the temporary terminus of the North Coast Railway, Cooran, south of Gympie, Mount Eerwah, at the main camp for the engaged in the construction of the fourth section of the North Coast Line, and Munna Creek, near the Upper Mary River. That at Mount Eerwah is not likely to survive the completion of the fourth section of the railway, which will also adversely affect that at Cooran. The school at Neadie, which had been closed since December, 1887, was re-opened in November last. On the other hand, the progress of railway construction, and consequent abandonment of the camp caused the closing of the school at Acrobat Creek, while the same cause, acting in conjunction with the opening of the Yandina school, has taken away the children hitherto in attendance at Maroochy.

State schools now supersede the formerly existing Provisional schools at Kilkivan and Terror's Creek: but, owing to deficiency of attendance, the State school at Owanbylla has been reduced to the status of a Provisional school.

Movements were in progress for the establishment of State schools at Cobb's Camp (now known as Woombye) and Samson Vale to supersede existing Provisional schools; while the proposal to establish a Provisional school at Dynchill (between the Maroochy River and Petrie's Creek) was favourably reported upon.

#### MATERIAL ORGANIZATION.

Generally speaking, the accommodation provided in State schools suffices very fairly to meet existing requirements, nearly all of these schools being comfortably filled. Those at Gympie One-Mile are, however, inconveniently crowded, and the same may be said in a modified degree of both of the Gympie Central schools. In the former case the inconvenience will soon be remedied by the new building for the boys now in process of erection.

In Provisional school buildings the space provided was in nearly all cases ample to meet all requirements: the exceptions being at Stony Creek, Upper North Pine, Mellum Creek, and Yandina. At the first named the erection of a new and more commodious building to supersede the present dilapidated structure is a necessity, while the attendance at Upper North Pine will soon warrant the establishment of a State school. The crowding at Mellum Creek, and in a minor degree at Yandina, was mainly due to the influx of population engaged in the construction of the North Coast Railway, and will be only temporary in its action.

The



The condition of the school buildings varies very considerably, but is generally fairly good. Among State schools, those at North Caboolture, Kilkivan, and Little Cabbage-tree Creek are new; but the older part of the Gympie Central Boys' School was very defective, and the buildings at South Caboolture need a thorough overhaul.

Of Provisional schools, the buildings at Burpengary, Branch Creek, Munna Creek, and Yandina are new; while those at Stony Creek and Maroochy were very dilapidated. The schoolroom at Pioneer's Rest that had been carried some distance down the Mary River by a flood in March was subsequently re-erected, with additions, on a more elevated site at some distance from the river. Most of the Provisional schoolrooms are neatly constructed weatherboard buildings, but several are built of dressed slabs, and are, as a rule, very open to the wind and rain. The schoolrooms at Eel Creek and Kobbie Creek have only shutters for windows, which is a great drawback in wet weather. At Acrobat Creek the school was held in a large tent belonging to the teacher. The buildings at Redcliffe and Neurum had an appearance of neatness unusual in schools of this description. The State school at Terror's Creek, and eight Provisional schools, have no verandahs attached. The addition of a wide verandah to the side and end of the Lagoon Pocket School was a considerable improvement.

Furniture and apparatus for instruction were generally in satisfactory supply, and as a rule were well cared for; but in some instances there was a want of sufficient care in the use of the blackboards when instruction was being given to a class on a verandah, as at such times there is considerable danger of both board and easel being blown over by a sudden gust of wind, to their serious detriment. Light and easily-handled boards that could be readily suspended on the walls were recommended for use under such circumstances, and were freely authorised where required. As regards requisites for teaching, State schools were in all cases fully supplied; but in some of the Provisional schools the teachers' inexperience or want of foresight caused them to send in applications for supplies inadequate to meet the requirements of their schools. Trouble was also caused in several cases by the non-receipt of supplies till an unusually late period of the year; one school visited near the end of October being considerably hampered in its work on this account.

Few of the State school grounds in this district gave evidence of any special care or attention; some of them—as at Warner—being covered with trees and dense undergrowth of bushes; while, beyond a little clearing in the immediate vicinity of the schoolroom, the grounds of the Provisional schools remain in a state of nature. In August last a considerable amount of enthusiasm was evoked by the institution of Arbor Day, and a great deal of trouble was taken in many places in regard to planting shade trees of various kinds; but, to judge by what was to be seen at schools visited towards the end of the year, the results were anything but encouraging. The trees planted nearly two years ago in the grounds of the Gympie Central schools have been carefully tended, and are doing well. A really creditable effort at the cultivation of flowers was made at the Girls and Infants' schools at One-Mile, Gympie; and the precincts of the Buderum and Tiaro schools were enlivened by flower-borders. The Provisional school at Diddillibah was the only one of its class that made any decided effort in this direction.

A commodious playshed was added to the Gympie One-Mile Boys' School: similar erections forming part of the new buildings at North Caboolture and Little Cabbage-tree Creek.

With the exception of the new schools at Kilkivan and Little Cabbage-tree, the grounds of all State schools were fenced, as were also those of seven of the Provisional schools. As a rule, the fences were in good order, but those at the Gympie Central and Monkland schools stood in need of considerable repair.

Teachers' residences of course form part of the new buildings at Kilkivan, North Caboolture, and Cabbage-tree Creek. A comfortable residence has been erected at Terror's Creek, and considerable additions have been made to that at Monkland. The buildings are generally in fairly good condition; but that at South Caboolture has a very defective roof and requires attention in other directions. There was no detached kitchen at the teachers' residences at either Albany Creek, Buderum, or Tewantin. Seven Provisional schools have residences attached, and in three other instances the teacher occupies a portion of the schoolroom partitioned off from the remainder.

#### INTERNAL ORGANIZATION.

**TEACHERS.**—In nearly all the schools the strength of the staff employed was found to be quite sufficient to cope with the work to be done. The average number of pupils under instruction by each teacher on the staff of State schools was 25—varying between 40 at Buderum Mountain and 14 at Pullen Vale; while in Provisional schools the average number was almost 20—the extreme cases being 75 pupils at Mount Earwah and 10 at Forbes Creek. Eight of the State and six of the Provisional schools had an average of over 30 pupils to each teacher; but at the State schools at Bunya, Myrtle, Nudgee, Owanyilla, Tewantin, Woodford, and Pullen Vale, the average was under 20. The very exceptional average at Mount Earwah was due to special causes, and at the time of inspection was on the point of being greatly reduced by the employment of an assistant teacher. It should be noted that the averages for the schools at Gympie and its neighbourhood were considerably reduced by a succession of floods and the very wet weather that prevailed during the first half of the year.

The total number of teachers of all grades employed in this district during the year was 135, the adult teachers numbering 102 and the pupil-teachers 33. Of these teachers 88 were employed in State, and 47 in Provisional schools. The discrepancy between the number of Provisional schools (48) previously stated and the number of teachers, is accounted for by the fact of the transfer of the teacher from Acrobat Creek to Moggill in the interval between the inspection of those schools.

In the distribution of the staffs of those schools employing two or more teachers, it was in nearly all cases recognised that the work was apportioned in such a manner as to suit the capacity of the various teachers, and thereby to secure the greatest possible amount of benefit to the school from their exertions.

The spirit displayed by teachers of all grades in the prosecution of their work was, with a very few exceptions, highly commendable; and though there may exist among the teachers a variety of degrees of general professional capacity, there were but few cases in which they were not evidently striving, to the best of their ability, to do their duty faithfully and zealously. The head teachers of all the larger schools are fully alive to the beneficial results to be derived from a careful training of their pupil-teachers in the practical work of their profession; and to promote this end have established courses of model and criticism lessons, which, when judiciously and persistently carried out, cannot fail to be of decided benefit to the young teachers, as well as to the schools at large in the better quality of the work done by them.

Regarding



Regarding the status of the teachers employed in the State schools it may be remarked that two male teachers are in the first class, and a fair proportion in the second; but the larger number are in the third class, while two head teachers who are doing fairly satisfactory work are as yet unclassified. Of the unclassified female teachers all but one are employed as assistants in schools of which their husbands are the head teachers. In Table B it will be seen that the ratio of female to male pupil-teachers is nearly as six to one.

Among Provisional school teachers a larger proportion of females than of males possess at least the rank of temporary teacher; but several of the latter are making laudable efforts to attain to the rank of classified teachers.

Table A.  
TEACHERS IN STATE SCHOOLS.

Status.	Males.		Females.	
	Head Teachers.	Assistant Teachers.	Head Teachers.	Assistant Teachers.
Class I. ... ..	2	0	0	0
Class II. ... ..	10	1	2	0
Class III. ... ..	12	6	2	14
Unclassified ... ..	2	0	0	4
Total ... ..	26	7	4	18

Table B.  
PUPIL-TEACHERS IN STATE SCHOOLS.

Status.	Males.	Females.
Fourth Class ... ..	2	9
Third Class ... ..	2	11
Second Class ... ..	0	3
First Class ... ..	1	3
On Probation ... ..	0	2
Total ... ..	5	28

Table C.  
TEACHERS IN PROVISIONAL SCHOOLS.

Sex.	Have passed no stated Examination.	Have passed the Examination for Admission as a Temporary Teacher under the Department.	Have held the rank of Classified Teacher under the Department.
Males ... ..	20	7	0
Females ... ..	10	9	1
Total ... ..	30	16	1

PUPILS.—The aggregate enrolment of pupils in all schools in the district for the quarter preceding inspection was 4,605, of whom 3,353 were pupils in State and 1,252 in Provisional schools. The total average attendance in the two classes of schools (omitting fractions) was respectively 2,162 and 768: the average attendance thus being 64 and 61 per cent. of the aggregate. Floods in the first quarter of the year, a long continuance of exceptionally wet weather, and the prevalence of influenza and other forms of sickness very materially and adversely affected the attendance during a considerable portion of the period to which the bulk of the numbers above referred to would apply. Sixty-six children are reported as having their education entirely neglected, while 668 are also reported as partially neglected, inasmuch as they failed to attend school at the rate of at least 60 days in the half-year preceding inspection. These numbers cannot be taken as an absolutely correct representation of the two categories of children; for, notwithstanding the care taken in their compilation, the returns are unavoidably incomplete, especially in regard to the Gympie schools. In the case of several country schools the teachers complained greatly of the apathy of parents regarding the regularity of their children's attendance, and of their readiness to encourage irregularity by the frequent employment of the children on their farms.

In the matter of punctuality the pupils of Provisional schools compare favourably with those of State schools, the general average being *very fair* in the case of the former, and but slightly over *fair* in regard to the latter—though in two Provisional schools it was reported as *very bad*.

CLASSIFICATION.—Whilst the grading of the children was, as a rule, even and regular and suited to their actual stage of attainment, three elements of weakness in the classification were more than usually prominent. In classifying new-comers to their schools, some teachers show a disposition to evade individual responsibility by giving to such children—without the examination prescribed in the regulations—a classification similar to that which they *report themselves* to have had in the school they previously attended. The second point is in regard to the undue length of time that individual children are allowed to remain in classes without advancement, though it is but fair to state that this is more often the result of the child's irregularity of attendance than of any neglect on the part of the teacher, or of the child's deficiency in natural capacity for learning. The remaining point is in connection with the tendency towards over multiplication of the number of drafts to be taught. Two Provisional schools had no less than eight separate drafts under one teacher, while four other schools had seven drafts in each. Now, however industrious a teacher may be, it is simply impossible for him to do justice to all his pupils when the work of the school is sub-divided to such an extent as this.

TABLE



Table E. shows a fairly satisfactory percentage of distribution of the children in the various classes; this being more the case in State than in Provisional schools; as, in the latter, more than half of the total number of pupils are in the different stages of the first or lowest class. The averages of age of the children in the different classes differs very little in the two kinds of schools.

Table D.  
ATTENDANCE OF PUPILS.

	State Schools.		Provisional Schools.		Total.		Grand Total.
	Boys.	Girls.	Boys.	Girls.	Boys.	Girls.	
On roll end of quarter preceding inspection ... ..	1,738	1,615	670	582	2,404	2,197	4,605
Average attendance during quarter preceding inspection	1,145.6	1,016.6	401.2	367.7	1,546.8	1,384.3	2,931.1
Attended four days out of five in quarter preceding inspection	666	546	262	258	928	804	1,732
On roll at date of inspection ... ..	1,677	1,559	701	655	2,378	2,214	4,592
Examined ... ..	1,386	1,280	497	455	1,883	1,735	3,618

Table E.  
CLASSIFICATION OF PUPILS.

Class.	On Roll at date of Inspection.		Percentage of Enrolment.	Examined.		Average Age of Pupils on Roll at date of Inspection.	Average Proficiency in all Subjects expressed as a Percentage.
	Boys.	Girls.		Boys.	Girls.		
STATE SCHOOLS.							
Fifth ... ..	5	19	0.7	5	17	14.8	66.0
Fourth ... ..	192	142	10.3	165	113	13.2	59.5
Third ... ..	324	278	18.6	279	234	11.7	58.6
Second ... ..	558	458	31.4	474	393	9.7	56.6
First ... ..	598	662	39.0	463	523	7.0	57.4
Total ... ..	1,677	1,559	100.0	1,386	1,280	...	59.6
PROVISIONAL SCHOOLS.							
Fifth ... ..	1	3	0.3	1	3	15.0	48.2
Fourth ... ..	29	23	3.8	21	19	13.3	55.1
Third ... ..	98	101	14.7	74	77	11.9	52.7
Second ... ..	202	205	30.0	150	145	10.3	52.1
First ... ..	371	323	51.2	251	211	7.1	50.8
Total ... ..	701	655	100.0	497	455	...	51.7

DISCIPLINE.—Though there is probably no part of the work of a school that shows more distinctly the difference between the trained and the untrained teacher than in the means adopted for the promotion and maintenance of discipline, I believe that the teachers, as a body, are fully alive to the importance of good discipline, and readily recognise the fact that very little of good or sound work is likely to be done where such is absent. In this district I find the discipline generally suffices to secure honest, steady work on the part of the pupils, and that in a variety of ways it is made to exert a beneficial influence on the children, both inside and out of the school. And here a few words might appropriately be said in reference to some of the parents, who, in their anxiety to safeguard their children against any possible abuse of the teacher's authority in the matter of corporal punishment, are sometimes inclined to interfere unduly with the discipline of the school. Where this feeling finds expression through that constituted authority, the local committee, the result may be decidedly beneficial; but it is too apt to assume the form of direct intimations to the teacher that are generally detrimental in their effect.

Order, in relation to the steady carrying on of the work of the pupils, their class movements at changes of lessons and marching into and out of school, also in relation to the disposal of the school furniture and material, may generally be described as *good*, five State and six Provisional schools having attained to the mark of *very good*. One State school was only *moderate*, and one Provisional school *indifferent* in these respects.

RECORDS.—The registers and other records of the schools were generally kept with a degree of fulness, neatness, and accuracy that gave evidence of careful attention on the part of the teachers. Any omissions that were noted in them were usually of a comparatively unimportant character, and were not such as to give any cause to doubt their substantial accuracy. The most frequent omission was that of not posting into the Admission Register the dates of promotions at the time they were made.

INSTRUCTION.—A considerable number of the time-tables in use were found to be susceptible of improvement, chiefly in the direction of a distribution of the time to be given to the various subjects of instruction more in accordance with their relative value; the chief weakness being in the undue amount of time frequently given to dictation and transcription.

Reading is on the whole pretty well done, at least so far as a fairly fluent enunciation of the words is concerned; but the children in the lower classes are frequently lacking in ability to group their words together, while those in the upper classes seldom read with anything beyond a very moderate degree of expression. These defects are mainly to be attributed to the want of systematic pattern-reading by the teachers to their classes. Pieces of poetry are often recited in a very satisfactory style; but it is seldom that the children are taught to comprehend the meaning of the phrases and allusions so commonly found in such pieces; consequently the recitation is usually little better than a mere exercise in the repetition of so many words.

Object



*Object lessons*, except in the hands of really good teachers, continue to run in the old mechanical grooves, generally with a slavish adherence to the information given in some book (usually Walker's) on the subjects dealt with. This is not to be wondered at in the case of untrained teachers; but it is often disappointing in the case of assistants and senior pupil-teachers to note their deficiencies in regard to general information, the possession of which would enable them to throw side-lights upon the subject in hand, and make it interesting as well as instructive to their pupils.

*Writing* on the whole is satisfactory; but the writing lesson, as generally given, is frequently wanting in method and system, and is too apt to become the mere overlooking of a class when writing, or of simply keeping a number of children employed, rather than of actual instruction in the subject. The fact is, that too few of the teachers fully realise the value of the use of the blackboard for purposes of illustration of faults in construction. The common neglect of punctuation in both transcription and dictation reacts to some extent upon the reading, as children are not likely to see any reason why they should be allowed to utterly neglect the stops in the one case, and yet have to pay attention to them in the other.

*Arithmetic*.—In too many cases the pupils' course in this subject consists of the working of a number of examples similar to one or two explained by the teacher, with scarcely a suggestion of the principles involved, or of any appeal to the thinking faculties of the children. Hence, though sums worked mechanically according to some rule may be done with a fair amount of success, problems even of the simplest character too often prove absolute failures. Mental arithmetic as a rule gave very unsatisfactory results. Its value in strengthening the pupils' powers of computation and in facilitating the handling of simple problems is too frequently overlooked; and in some cases there was little beyond the evidence of the time-table to show that it formed any part of the work of the school.

*Drill*.—With but few exceptions, this subject is much better taught in State than in Provisional schools. The physical drill recently introduced into some of the larger schools seems calculated to produce very beneficial results, and has become very popular wherever it has been taught.

*Vocal Music*.—The average percentage of results in this subject was exactly the same in both State and Provisional schools; but while in the former the numbers were calculated on results in theory, sol-faing, and songs, in the latter they refer to songs only. The selection of songs is too often unsuitable, those chosen for the elder children being frequently better suited to the younger ones.

*Geography*.—Instruction in this subject might with little difficulty be made decidedly interesting to children, but it is too often restricted to giving mere lists of names, without any attempt to associate those names with facts that would make them worth remembering. In map drawing, so much attention is usually given to the endeavour to obtain an accurate outline that the correct delineation of the mountain chains, courses of rivers, and position of the towns is looked upon as quite a secondary consideration.

*Grammar*, when intelligently taught, is the subject best calculated to develop the intelligence of the scholars, making them think and speak with accuracy; yet the instruction given rarely does more than make the children acquainted with a number of terms whose meanings they scarcely understand, and which they too readily forget when they leave school.

*Derivation* is not often treated in such a way as to make it of much practical value to the scholars, as they are seldom taught to *apply* the knowledge they have acquired.

*Composition* gave on the whole satisfactory results, which were largely due to the "written spelling" included under this head. The reproduction by the scholars of a simple story in their own words is a useful exercise, and was often very satisfactorily performed; as was also a similar reproduction of the substance of a reading or an object lesson.

*History* is taught only in schools containing a fourth class, and is almost entirely confined to State schools, as only 2 Provisional schools took any part in it. In 13 of the schools the results varied between *fair* and *very fair*. Increasing attention is being paid to Australian history.

*Mechanics* were taught in 12 State schools, the instruction being in nearly all cases limited to a slight acquaintance with the theory of some of the mechanical powers.

*Domestic Economy* is taught with a fair amount of success; but the subjects treated seldom go much farther than materials for clothing, washing, and various modes of cooking.

*Needlework* is evidently a favourite subject in many schools, and very satisfactory specimens of the pupils' skill were exhibited at several places.

*Home Exercises* are as a rule neatly done, and are carefully corrected by the teachers. In some schools there is an inclination to devote time and attention to the headings of the exercises that might be more usefully given to the exercises themselves.

Table F.  
AVERAGE PROFICIENCY IN ALL SUBJECTS OF INSTRUCTION.

Subjects.	Average Proficiency as a Percentage.		
	State Schools.	Provisional Schools.	All Schools.
Reading ... ..	56.9	53.4	54.7
Object Lessons ... ..	55.2	46.0	49.5
Writing ... ..	66.3	64.3	65.0
Arithmetic ... ..	55.8	51.4	53.1
Drill ... ..	63.5	50.0	55.2
Vocal Music ... ..	47.9	47.9	47.9
Geography ... ..	50.7	47.2	48.5
Grammar ... ..	52.8	44.1	47.4
Derivation ... ..	47.9	33.2	42.4
Composition ... ..	63.8	56.9	59.5
History ... ..	52.2	40.0	30.5
Mechanics ... ..	50.0	...	50.0
Domestic Economy ... ..	54.6	45.0	53.0
Needlework ... ..	64.6	53.8	59.5
Home Exercises ... ..	66.6	60.9	63.1

Taking

Taking the average of the above averages for the different subjects of instruction, the general proficiency in those subjects is 56.6 per cent., or approaching *fair*, in State schools; and 51.3 per cent., or slightly over *moderate*, for Provisional schools. These numbers are not as satisfactory as one would desire to see, but I think there are good grounds for the expectation of the attainment of higher percentages by the close of another year.

The second visits of inspection that were made during the year afforded greater facilities for the observance of the methods of instruction in use than is usually possible at first inspections. These, in the great majority of instances, were recognised as being fairly suitable and calculated to produce satisfactory results; but several weak points were frequently very prominent. It is no uncommon experience to hear lessons in which the teacher, in his anxiety to secure a tangible result, endeavours to do far too much for the pupils, leaving to them such a small share of the work that their interest in it soon evaporates. Others not only ask questions, but are ready to give such palpable hints regarding the nature of the answers required, that the pupil's intellectual faculties are not at all exercised; and hence when questions are put to them, quite fair and simple, but requiring some little mental effort on their part, the results are very disappointing to all concerned. Too little attention is often paid to a recapitulation of what has been previously taught, it being apparently taken for granted that such revision is quite unnecessary.

The following table supplies a variety of particulars regarding the schools in the district individually; and are sufficient to give a very fair idea regarding the general condition of each:—

Table G.  
SCHOOLS IN ALPHABETICAL ORDER.

Schools.	Highest Class.	Percentage of Results.	Accommodation in square feet.		Attendance.						Discipline.	General Condition.	Progress.	Children between the ages of 5 and 13, within 2 miles, who do not	
			Inside Floors.	Verandah Floors.	On Roll at Date of Inspection.	Examined.	Average for Quarter preceding Inspection.		Attended 4 days out of 5.					Attend any School.	Attend at least 60 days in each Half-year.
							Number of Pupils.	Percentage of Enrollment.	Number of Pupils.	Percentage of Enrollment.					
STATE SCHOOLS.															
Albany Creek	IV.	55.2	480	420	39	32	26.6	64.9	11	26.8	Good	Fairly satisfactory	Very fair	0	9
Bald Hills	IV.	56.4	736	644	78	62	46.3	55.1	29	34.5	Good	Fairly satisfactory	Very fair	0	21
Brookfield	V.	57.1	800	700	92	69	65.1	65.1	40	40.0	Good	Satisfactory	Good, but not altogether sound	4	6
Buderum Mountain	IV.	58.1	710	568	46	44	40.5	84.3	30	62.5	Good	Satisfactory	Very fair, but slow	0	2
Bunya	III.	59.7	480	360	23	22	17.1	68.0	10	40.0	Very fair	Satisfactory	On the whole, good	0	2
Cabootture, North	V.	60.7	1,000	800	96	70	70.7	68.0	46	44.2	Weak	Fairly satisfactory	Good and steady	2	7
Cabootture, South	IV.	64.1	480	360	42	34	31.4	76.0	23	56.0	Firm and effective	Very satisfactory	Good	0	0
Camp Flat	V.	57.3	540	480	38	32	28.2	71.0	19	47.5	Good	Satisfactory	Steady	0	4
Fig-tree Pocket	IV.	59.5	480	560	43	39	35.9	68.8	21	42.0	Good	Satisfactory	Good	0	20
Gympie Central (Boys)	IV.	53.3	1,956	1,292	234	212	166.2	66.2	99	39.4	Good	Pretty fair	Fair, but not sound	9	39
Gympie Central (Girls and Infants)	IV.	61.7	1,800	2,100	397	334	263.8	60.3	122	27.9	Good	Satisfactory	Good	*	78
Gympie, Monkland	V.	60.4	2,000	1,200	290	263	207.6	63.0	131	42.9	Very fair	Satisfactory	Good, but not altogether sound	*	34
Gympie, One-Mile (Boys)	IV.	53.7	2,120	1,220	241	210	154.4	64.3	58	24.1	Very fair	Fair	Fair, but slow	†	27
Gympie, One-Mile (Girls)	V.	60.8	1,200	2,160	239	205	161.4	65.0	50	20.7	Good	Fairly satisfactory	Very fair, but not sufficiently sound	*	†
Gympie, One-Mile (Infants)	I.	61.1	1,000	400	282	236	157.5	56.9	66	23.6	Good	Satisfactory	Steady	†	44
Gympie, Two-Mile	IV.	52.5	648	576	79	51	46.8	60.0	3	3.8	Fair in some respects only	Not satisfactory	Slow	0	18
Harrison's Pocket	IV.	55.5	450	400	47	38	27.2	61.8	8	18.1	Good	Fairly satisfactory	Very fair	0	†
Kilkivan	III.	58.2	540	240	57	47	49.3	76.0	45	69.2	Good	Quite satisfactory	Very fair	0	0
Little Cabbage-tree Creek	IV.	59.3	1,000	800	68	55	...	...	...	...	Good	Very promising	Very satisfactory	0	0
Myrtle	IV.	58.4	480	360	59	44	35.3	58.8	14	23.3	Very fair	Fairly satisfactory	Fair and even, but slow	2	22
Nudgee	IV.	53.2	480	480	59	52	43.8	62.6	38	54.2	Very fair	Moderately satisfactory	Slow and uneven	8	15
Owanilla	IV.	54.0	612	510	24	21	14.4	60.0	7	29.0	Very fair	Fairly satisfactory	Fair	0	1
Pine River, North	IV.	58.2	1,414	856	119	81	70.4	67.0	48	45.7	Good	Satisfactory	Good	0	37
Pullen Vale	IV.	53.5	540	360	24	20	27.8	64.6	20	46.5	Very fair	Satisfactory	Very fair, but not sound	0	14
Terror's Creek	IV.	58.7	800	0	41	25	30.4	74.0	25	55.0	Very fair	Quite satisfactory	Good and steady	0	6
Tewantin	IV.	47.7	720	576	41	39	32.5	66.3	24	48.9	Good	Moderate	Generally slow	0	5
Tiaro	IV.	54.7	1,434	640	174	141	121.0	69.5	90	51.7	Very fair	Very moderately satisfactory	Fair	0	17
Warner	IV.	57.1	528	217	65	48	41.6	53.4	41	52.5	Good	Satisfactory	Very fair, but unequal	5	31
Woodford	III.	61.5	540	180	55	44	33.6	67.2	25	50.0	Very fair	Good	Steady	0	10
Zillmere	IV.	52.9	1,188	1,056	144	96	115.6	65.3	69	38.9	Very fair	Moderately satisfactory	Very fair	2	29
PROVISIONAL SCHOOLS.															
Acrobat Creek	III.	59.4	288	...	42	15	22.4	48.7	9	19.5	Fair	Satisfactory	Very fair	0	14
Blackall Range	IV.	54.3	248	...	13	13	10.0	76.0	11	84.0	Good	Satisfactory	Very fair	0	2
Branch Creek	II.	49.9	384	...	22	21	18.4	83.6	16	72.7	Very fair	Very promising	In most respects good	0	0
Bunya Creek	IV.	51.1	416	...	17	13	14.2	89.4	12	70.6	Good	Satisfactory	Very fair, but not sound	0	3
Burpengary	III.	55.7	336	192	32	17	15.2	49.0	8	25.8	Very indifferent	Very moderate	On the whole, fair	0	20
Campbellville	III.	29.3	480	210	16	13	12.3	68.3	6	33.3	Very weak	Very unsatisfactory	Very little	0	†
Cobb's Camp	IV.	55.4	384	144	40	35	35.6	60.3	27	45.7	Good	Satisfactory	Very fair	0	0
Coochin Creek	III.	56.0	384	192	37	27	16.7	57.0	3	10.7	Good	Quite satisfactory	On the whole, good	0	0
Cooman	III.	41.4	276	115	19	14	13.1	68.9	10	52.6	Weak	Very moderate	Little real	0	0
Coottharata	III.	50.3	632	96	28	21	22.7	68.7	20	60.6	Very fair	Very fairly satisfactory	Very fair	0	0

\* None known.

† Teacher cannot ascertain.

‡ No report.



Table G—continued.  
SCHOOLS IN ALPHABETICAL ORDER—continued.

Schools.	Highest Class.	Percentage of Results.	Accommodation in square feet.		Attendance.						Discipline.	General Condition.	Progress.	Children between the ages of 5 and 13, within 2 miles, who do not	
			Inside Floors.	Verandah Floors.	On Roll at Date of Inspection.	Examined.	Average for Quarter preceding Inspection.		Attended 4 days out of 5.					Attend any School.	Attend at least 60 days in each Half-year.
							Number of Pupils.	Percentage of Enrolment.	Number of Pupils.	Percentage of Enrolment.					
PROVISIONAL SCHOOLS—continued.															
Dahmoghah ... ..	IV.	53.3	336	...	31	24	16.4	56.5	7	24.1	Good ... ..	Fairly satisfactory ...	Very fair, but somewhat slow	0	0
Deborah ... ..	III.	45.8	336	112	20	17	7.4	35.2	3	14.3	Does not secure steady working conditions	Moderately satisfactory	Fair, but not sound	4	+
Diddillibah ... ..	III.	47.4	540	64	28	26	19.1	68.2	13	46.4	Very fair ... ..	Moderately satisfactory	Fair, but not sound	0	2
Eel Creek ... ..	III.	53.9	364	...	17	9	13.7	62.3	3	13.6	Very fair ... ..	Fairly satisfactory ...	Pretty fair ...	0	1
Fair Hill ... ..	IV.	48.4	192	162	19	15	11.9	56.6	14	66.6	Fair ... ..	Moderate ... ..	Very unequal ...	0	+
Forbes Creek ... ..	III.	55.6	200	105	12	11	8.5	70.8	4	33.3	Very good ... ..	Satisfactory ... ..	Very fair ...	0	3
Glastonbury Creek ... ..	V.	45.7	308	...	33	22	22.0	64.7	9	28.4	Very fair ... ..	Moderate ... ..	Pretty fair in some subjects	0	0
Glenbar ... ..	III.	52.4	288	168	12	12	5.9	40.2	5	41.7	Good ... ..	Satisfactory ... ..	Very fair ...	1	3
Gunalda ... ..	IV.	50.1	288	192	38	25	23.6	59.0	12	30.0	Good ... ..	Satisfactory ... ..	Very fair ...	0	0
Gundiah ... ..	III.	57.5	480	240	24	18	11.2	66.3	6	29.4	Moderate ... ..	Fairly satisfactory ...	In most respects very fair	0	6
Humpybong ... ..	III.	51.2	220	77	15	14	12.3	76.8	10	62.5	Fair ... ..	Moderately satisfactory	Pretty fair ...	0	2
Kedron, Upper ... ..	IV.	47.8	405	251	14	9	13.1	75.6	8	50.0	Very fair ... ..	Moderately satisfactory	Moderate and uneven	2	4
Kilcoy ... ..	IV.	42.5	280	150	20	19	11.0	68.7	11	68.7	Very fair ... ..	Not satisfactory ...	Slow and unsound	0	0
Kilkivan Junction ... ..	III.	46.9	336	98	26	21	15.8	68.9	9	39.1	Fairly good ... ..	Fairly promising ...	Some ... ..	0	20
Kobbie Creek ... ..	III.	49.4	336	84	33	20	20.8	63.0	11	33.3	Fair ... ..	Very moderately satisfactory	Pretty fair ...	0	0
Lagoon Pocket ... ..	III.	61.1	364	400	33	12	18.6	53.1	9	25.7	Good ... ..	Satisfactory ... ..	Good ... ..	0	3
Maroochy ... ..	IV.	51.9	405	162	18	4	9.5	34.0	8	28.5	Very fair ... ..	Fair ... ..	Very fair, but not sound	0	0
Mellum Creek ... ..	III.	41.1	336	144	70	46	28.6	53.9	49	92.4	Fair ... ..	Very moderately satisfactory	Irregular ...	3	+
Miva ... ..	IV.	56.1	300	200	21	14	11.0	57.9	7	36.8	Good ... ..	Satisfactory ... ..	Very fair ...	0	6
Moggill ... ..	IV.	54.5	648	80	33	24	21.5	76.7	19	67.8	Very fair ... ..	Satisfactory ... ..	Very fair ...	0	+
Mooloolah Bridge ... ..	III.	51.7	280	120	14	6	10.2	44.3	4	17.4	Very fair ... ..	Fairly satisfactory ...	Pretty fair ...	2	10
Mooloolah Plains ... ..	III.	52.5	280	...	18	16	13.1	72.8	12	66.6	Good ... ..	Fairly satisfactory ...	Very fair ...	2	4
Mount Bopple ... ..	III.	63.3	260	78	16	16	12.3	72.3	9	52.9	Good ... ..	Quite satisfactory ...	Good, but rather slow	0	2
Mount Eerwah ... ..	III.	47.7	576	112	101	46	...	...	...	...	Good ... ..	Satisfactory ... ..	Very fair ...	0	0
Munna Creek ... ..	III.	62.2	448	128	24	13	18.0	72.0	15	60.0	Mild; effective	Very satisfactory ...	Good ... ..	0	0
Neardie ... ..	II.	60.3	450	380	13	10	...	...	...	...	Effective	Satisfactory ... ..	Very fair ...	0	0
Neurum Creek ... ..	III.	56.9	375	150	16	13	11.8	75.6	9	62.2	Satisfactory ... ..	Improving ... ..	Slow and irregular	0	8
Pioneer's Rest ... ..	III.	54.0	480	480	32	26	10.6	38.6	...	...	Very fair ... ..	Fairly satisfactory ...	Fair ... ..	10	1
Redcliffe ... ..	IV.	43.4	420	210	24	20	19.8	67.0	13	38.0	Good ... ..	Very moderate ...	Fair, but not sound	0	5
Rosehill ... ..	III.	38.3	336	144	19	15	13.1	46.7	13	46.4	Fair ... ..	Not satisfactory ...	Very irregular	0	2
Rosemount ... ..	III.	58.1	600	150	19	18	15.4	65.2	10	43.5	Good ... ..	Satisfactory ... ..	Good ... ..	0	0
Sarnford ... ..	IV.	57.1	510	480	20	10	12.2	61.2	5	26.3	Very fair ... ..	Pretty fair ... ..	Fair, but slow	1	6
Samson Creek ... ..	IV.	44.9	576	168	32	22	20.1	55.8	1	2.7	Very fair ... ..	Very moderate ...	Irregular and unsound	5	+
Stony Creek ... ..	IV.	54.9	154	98	38	22	16.4	48.2	7	20.6	Very fair ... ..	Fairly satisfactory ...	Very fair ...	0	8
Upper North Pine ... ..	V.	48.2	385	...	55	35	28.3	52.4	14	25.9	Good ... ..	Satisfactory in some respects	Hasty and unsound	4	35
Villeneuve ... ..	IV.	52.8	450	240	56	42	37.9	78.9	29	60.4	Very fair ... ..	Fairly satisfactory ...	Fair, but unequal	0	0
Wararba ... ..	III.	60.4	320	180	31	26	20.6	62.5	10	31.2	Very fair ... ..	Satisfactory ... ..	Good ... ..	0	0
Yandina ... ..	IV.	56.8	450	420	45	39	27.6	62.7	30	68.2	Mild; reasonably effective	Quite satisfactory ...	On the whole, good	0	0

† No report.

The South Caboolture School, which among State schools obtained the highest mark for general results, stood first in reading, writing, and geography; Kilkivan producing the best arithmetic, and North Caboolture the best results in grammar. The drill at the Gympie One-Mile (boys), Monkland, and Nudgee schools was very commendable; and among many good specimens of needlework the best were seen at Fig-tree Pocket.

Among Provisional schools, that at Mount Bopple produced the best results in reading, drill, and derivation, as well as very creditable work in grammar and composition; while that at Bunya Creek received the highest mark for writing, and the Munna Creek School was specially commendable for its arithmetic.

I have, &c.,

WALTER SCOTT,  
District Inspector.

The Under Secretary, Department of Public Instruction, Brisbane.



## WEST MORETON DISTRICT.

## REPORT OF MR. DISTRICT INSPECTOR KENNEDY.

Sandgate, April, 1890.

SIR,—I have the honour to submit the following General Report for the year 1890:—

## DISTRICT.

**LIMITS.**—On the redistribution of inspectoral districts at the beginning of 1890, the West Moreton District was placed in my charge. It differs from the district similarly designated in the preceding year by the omission of the schools to the north-west of Ipswich as far as Nanango, which formerly formed part of it. As at present constituted, it includes the schools in Ipswich, and at Tivoli and Mount Crosby in the neighbourhood, those connected with the Fassifern Railway, and those on or near the South-western Railway from Ipswich to Murphy's Creek.

**APPROPRIATION OF TIME, &c.**—Valuing papers written at the preceding general examination of teachers occupied not quite four weeks, this being much less time than is usually given to such work, but for nearly fourteen weeks more I was engaged in work connected with my duties as secretary to the Revising Conference, and two weeks after this were taken up in preparing my General Report for 1889. From these causes I was unable to inspect any school till 20th May, although I had made a short visit of inquiry regarding the establishment of a new school before that date, and, as a consequence of this late start in the field, the task of overtaking the work of the district was one of considerable difficulty. By taking only one week's leave of absence, however, and by special efforts in other directions, this was pretty well accomplished, only two small Provisional schools going uninspected for want of time; these were the schools at Postman's Ridge and Flagstone Creek, which had conjointly an enrolment of 33 pupils. The Provisional school at Carney's Creek, also not visited, had been less than a week in operation when I was in its neighbourhood, and the Provisional school at Monkey Waterholes was not transferred to my list till near the end of the year, and after it had been inspected by Mr. MacGroarty. The work done subsequently to 20th May includes drafting a set of teachers' examination papers and presiding at the annual general examination in Ipswich; the detailed inspection of 44 State, 17 Provisional, and 4 Denominational schools; the inspection of the Ipswich Drawing Class for teachers; 4 inquiries in connection with the establishment of new schools; and the preparation of the necessary reports in connection with the foregoing inspections and inquiries.

The State school at Roadvale, and the Provisional schools at Coleyville, Deep Gully, and Bunburra were this year inspected for the first time.

**SCHOOLS IN OPERATION.**—The schools in operation in the district during the whole or any part of the year were as follows:—

State schools for Boys only	...	...	...	...	...	...	3
" " " Girls and Infants only	...	...	...	...	...	...	3
" " " Boys, Girls, and Infants	...	...	...	...	...	...	38
Provisional schools	...	...	...	...	...	...	21
Denominational schools	...	...	...	...	...	...	4
Total schools of all kinds	...	...	...	...	...	...	69

**SCHOOL CHANGES.**—During the year the Provisional school at Thornton was superseded by a State school, but on account of diminished attendance the State school at Gatton was reduced to Provisional status. Provisional schools were opened at Carney's Creek, Coleyville, and Deep Gully, the last-mentioned being held in premises temporarily secured for the purpose.

**PROJECTED CHANGES.**—At the close of the year a new State school was ready for opening at Harrisville, and some progress had been made with the erection of State school buildings to supersede the Provisional school at Blantyre. A site has been secured for a State school at Templin. The establishment of Provisional schools at Mount Campbell, Fassifern Scrub (near Teviotville Railway Station), and Moorang (near Rosevale) has been authorised. An application for a Provisional school at Black Flat was granted, conditionally however, on a more suitable site than the one proposed being obtained. The establishment of a Provisional school at Croftby, also authorised, has been delayed owing to the people interested being unable to agree on a site.

**DENOMINATIONAL SCHOOLS.**—The inspection of three Roman Catholic schools in Ipswich and one at Helidon occupied altogether eight days, during which time 335 children were examined. These schools are not further referred to in this report, the statistics hereinafter given referring to only State and Provisional schools.

## MATERIAL ORGANIZATION.

**SCHOOLS.**—Allowing 10 square feet of floor space to each child, the existing school accommodation (exclusive of that afforded by verandas) is sufficient for 4,984 pupils, or about 50 per cent. more than the average number attending, and about equal to the total number enrolled. Individually considered there are very few schools where the accommodation is not adequate to the requirements, or where steps are not being taken that will make it so, amongst those few the school at Ipswich North (girls and infants), which is both overcrowded and inconvenient to work in, being the only one calling for special mention.

Several of the State school buildings are very old, and compare markedly in every way with those recently erected, the one at Laidley South and that at Laidley North, for instance, affording as great a contrast as can well be imagined. The bulk of the buildings are, however, in satisfactory condition. Amongst the principal improvements made to them during the year, or since the preceding inspection, are new roofs at Alfred and Murphy's Creek; painting at Peak Mountain, Purga Creek, and Murphy's Creek; and provision to secure better lighting at Walloon. Much-needed improvements to the roof at Ipswich West (girls and infants) will shortly be carried out.

The



The Provisional school buildings as a whole are favourable specimens of their class. Some of them, as at Tent Hill Upper, Helidon, and Gatton, have at one time been used as State schools; most of the remainder are fairly-neat weatherboard structures, almost invariably, however, unpainted. The worst building—that at Blantyre—will shortly make way for a State school; and the building at Mount Flinders, also unfavourably mentioned in the last report of the district, has been completely renovated. The Coleyville school, recently opened, is a particularly neat building, and is in all respects highly creditable to the very small community by whom it was erected.

Generally speaking the State schools are well supplied with furniture and material. In several instances, however, the blackboards were too few to allow of the work for the pupils being prepared as fully as was desirable, or retained on the board as long as was necessary. In some cases also, new or additional basins were needed for the lavatory, and there were not always enough chairs. Where defects such as these were observed at the time of inspection, the head teachers were authorised to procure what was necessary, and they were empowered at the same time to deal with other minor defects then brought under my notice, such as broken locks or windows, leaking tanks, and the like.

In Provisional schools the furniture and fittings, though sometimes rough, are usually sufficient. At Mount Whitestone, however, owing to greatly increased attendance, some deficiency was found in the desk accommodation, and in several schools the blackboards provided were too small to be of much use. At Summerhill, the desks and forms had been considerably improved since that school was previously inspected, but there was still neither easel nor clock, and at Mount Flinders also there was no easel. The supply of reading books was more or less defective at Blantyre, Coleyville, and Mount Alford.

**GROUNDS.**—At the end of the year all the State school grounds were enclosed, the fences at Laidley North, Dugandan, Grandchester, Roadvale, and Ma Ma Creek, having been recently erected. With a few exceptions, of which the most important was at Harrisville, the fences were in fairly good order. Amongst improvements reported as having been made since the schools were previously inspected, the principal, exclusive of fencing and tree-planting, were clearing at Mount Walker and Warrill Creek, and the erection of play-sheds at Mount Walker and Rosevale. Swings have been provided at some schools, and at Ashwell the head teacher has put up extensive and varied, if homely, gymnastic apparatus.

The institution of Arbor Day has been received with considerable enthusiasm, and, in most cases, teachers, pupils, and school committees have co-operated heartily to carry out its objects. The number of trees planted at individual schools varied from 44 at Dugandan and 40 at Ashwell, to 6 and even 4 in some cases. At the schools named, the trees for planting were obtained largely from local sources, a course which might be much more generally followed. In several schools, as Milora, Marburg, Minden, Mount Walker, Ashwell, Harrisville, and Tallegalla, the tree-planting has been associated with flower cultivation, flower-beds having been formed and entrusted to the care of the pupils.

At Tent Hill Lower and Tallegalla the grounds are in great part overrun with *sida retusa* and other weeds, but in most of the State schools they are tidy and well kept. Cases of indifference to this matter, though not entirely wanting, were not often met with during the year, and frequently the appearance of the grounds has been reported as highly creditable to the teacher in charge. Among several schools noted for the great care and taste shown in the surroundings generally, that at Minden is entitled to special mention.

The lately opened Provisional schools at Coleyville and Bunburra have enclosed grounds, and the grounds at Mount Whitestone have also been fenced in recently. Altogether, fenced grounds are found at 9 of the 17 Provisional schools inspected—an unusually large proportion. Where the grounds are fenced they are usually cleared, but in other cases they are almost in a state of nature. Tree-planting has been attempted at nearly all these schools, but often with little success. At Coleyville and Limestone Ridges, however, a very promising beginning has been made in this direction, considerable care having been shown in preparing the ground and in placing substantial guards around the trees. At the former school also flower-beds have been laid out.

**OUTHOUSES.**—In nearly all the State schools the outhouses were found to be satisfactory. At Gatton (which was a State school when inspected), Burnside, and Normanby, however, there was no closet in connection with the teacher's residence; and at Ipswich North there was no teachers' closet. As regards Provisional schools, the closet accommodation was found to be seriously defective at Deep Gully and Limestone Ridges, and in some respects unsatisfactory at Summerhill and Mount Flinders.

**WATER SUPPLY.**—Most of the State schools are amply provided in this respect, but at Normanby, at Peak Mountain, and at Tent Hill Lower, an additional tank is desirable. The Provisional schools at Bunburra, Clarendon, Mount Flinders, Mount French, and Mount Sylvia, depend for water on creeks near by, and at Summerhill a supply has to be obtained from a neighbouring farmhouse.

**TEACHERS' RESIDENCES.**—These are found in connection with all the boys' and mixed State schools of the district, except Ipswich East, Ipswich West, and Grandchester. Among recent improvements made to them the most important are the addition of two rooms at Newtown, a room at Ipswich North, and a kitchen at Laidley South; painting and new roof at Peak Mountain, and painting at Murphy's Creek; lining and ceiling throughout at Rosevale; repairs to chimneys at Glamorgan Vale and Milbong; and detaching residence from school at Mount Walker. Of improvements still needed the principal are lining and ceiling at Blenheim, and lining, ceiling, and other repairs at Burnside, the latter residence being the worst in the district.

Teachers' residences are also found in connection with the Provisional schools at Gatton, Helidon, Upper Tent Hill, Blantyre, Mount Alford, Mount Whitestone, and Summerhill; but at most of these, except the first three, which were formerly State schools, they afford very indifferent accommodation.

Gardens have been formed at many of the residences, and on several of them the teachers have bestowed great care and labour.

#### INTERNAL ORGANIZATION.

**STAFFS.**—*State schools.*—In the State schools of the district the average number of pupils to each teacher during the three months preceding inspection was 27·2. With rare exceptions the staffs were quite sufficient, but in no case were they strong enough numerically to bear any reduction. At Thornton, Purga Creek, and Warrill Creek the attendance was so large as to press heavily on the one teacher employed.

employed at each of those schools, but was scarcely of a size sufficient to warrant the employment of two teachers, or had only recently attained, and had not yet permanently settled at, that size. Much the weakest staff nominally was at Tent Hill Lower, where there were 47·5 pupils in average daily attendance, and only one teacher; here, however, the teacher's wife had rendered valuable assistance, having taught regularly though quite gratuitously in the school during the year up to the time of inspection.

About four-fifths of the State schools are in the hands of teachers whose professional capacity ranges from very fair to very good, and the zeal and earnestness which the head teachers almost invariably bring to bear on their work is one of the most gratifying features of the district. Of the assistant teachers, about 60 per cent. are rendering very fair or good service, little more than 10 per cent. are less than fairly efficient, and all are working to the best of their ability. Among the pupil-teachers there are several who show little or no aptitude, and about as many who are highly promising, while quite 60 per cent of the whole lie between these two extremes.

Table A shows that of the 44 heads of State schools, 2 are unclassified (these being temporary teachers), 15 are of Class III., 26 of Class II., and 1 is of Class I. Three head teachers—1 female and 2 males—attempted in December last the examination for admission to Class II., and the first-mentioned passed with great credit; another head teacher attempted, but unsuccessfully, to pass the examination for admission to Class III.

From the same table it will be seen that of 43 assistant teachers in State schools, 34, or about four-fifths of the whole, were females; that only 1 assistant held higher rank than Class III.; and that 5 of them were unclassified, these last, it may be mentioned, being teachers' wives employed in schools of which their husbands were in charge. The 37 assistants holding Class III. rank supplied only one examinee in December last; that one completed with great credit her examination for admission to Class II.

The number and status of the pupil-teachers employed in State schools will be seen from Table B. Of the 11 males and 19 females specified, all except 1 female (who had previously passed the required examination) presented themselves at the last general examination, and 19 of them—9 males and 10 females—passed for a higher grade. Of the 10 unsuccessful examinees, 1 male and 5 females were candidates for the status of Teacher Class III.

*Provisional schools.*—In schools of this class, the average number of pupils to each teacher during the three months preceding inspection was 19·5, ranging from 37·1 at Milford, and 29·5 at Blantyre, to 7·3 at Mount Flinders, the only school where it was less than 12. A more or less imperfect knowledge of some of the subjects of instruction, a lack of experience in teaching generally, or a want of acquaintance with the requirements of our educational code in particular, told against the efforts of many of the teachers; but in no case did the failure to produce better results appear to be owing to negligence, the industry and willingness displayed being on the whole very creditable. At the recent general examination one Provisional school teacher attempted unsuccessfully to gain admission to Class III.; two others sat for admission as temporary teachers, and one of them passed, doing so with great credit.

Table C, relating to teachers in Provisional schools, is based on returns received at the time when those schools were inspected.

Table A.  
TEACHERS IN STATE SCHOOLS.

Status.	Males.		Females.	
	Head Teachers.	Assistant Teachers.	Head Teachers.	Assistant Teachers.
Class I. ....	1	0	0	0
Class II. ....	25	1	1	0
Class III. ....	14	8	1	29
Unclassified ...	2	0	0	5
Total ...	42	9	2	34

Table B.  
PUPIL-TEACHERS IN STATE SCHOOLS.

Status.	Males.	Females.
Fourth Class ...	2	8
Third Class ...	4	4
Second Class ...	3	2
First Class ...	1	4
On Probation ...	1	1
Total ...	11	19

Table C.  
TEACHERS IN PROVISIONAL SCHOOLS.

Sex.	Have passed no stated Examination.	Have passed the Examination for Admission as a Temporary Teacher under the Department.	Have held the rank of Classified Teacher under the Department.
Males ...	8	2	0
Females ...	5*	2	0
Total ...	13	4	0

\* One of these has passed the examination for P.T. 4.

ATTENDANCE



**ATTENDANCE OF PUPILS.**—A fair idea of the attendance in the district may be formed from Table D, which is compiled from returns supplied by the schools inspected.

It will be found from that table that the average daily attendance during the quarter preceding inspection was 67·6 per cent. of the total enrolment at the end of the quarter, and that 43·4 per cent. of the pupils on the roll during the same quarter attended regularly, that is at the rate of four days out of five. The corresponding percentages for 1889 were 67·3 and 43·6. Hence it will be seen that the attendance for the district as a whole approached a *very fair* standard in *quantity*, but was only slightly *over indifferent* in *quality*, and in both respects was about the same as in the preceding year.

Comparing State with Provisional schools, an unusual similarity in regard to both quantity and quality of attendance will be observed, the percentages of average daily attendance and of regular attendance being almost identical in both classes of schools.

In five of the seven Ipswich schools the quarter preceding inspection was a very wet one, and the attendance in their case was therefore of exceptionally poor quality, only 374 out of 1429 pupils on roll, or 26·2 per cent., attending regularly. Omitting these five schools, the percentage of regular attenders in the rest of the district was 50·3. Under ordinary circumstances there does not appear to be any marked difference between the quality of the attendance in the Ipswich schools and that in the other schools of the district, the percentage of regular attenders during 1887, 1888, and 1889 being—in Ipswich, 42·5, 44·1, and 44·6, respectively; and in the district as a whole during the same years, 38·6, 43·2, and 43·6.

The foregoing facts indicate the great need that exists for improvement in the quality of the attendance. It is extremely unsatisfactory to find that over the whole district only 43 pupils out of every 100 enrolled have attended regularly; that, omitting schools where the lowness of the attendance was owing to exceptional causes, the number of pupils attending regularly was still only half the number enrolled; that, as shown in Table G, at 39 out of 61 schools, more than half the pupils enrolled attend irregularly; and, particularly that in such a locality as Ipswich, where the schools are so convenient to the bulk of the children, there should have been for several years past less than 45 pupils attending regularly out of every 100 enrolled.

From Table G, already mentioned, it will be seen that the most regular attendance was at Clarendon, where 100 per cent. of the children enrolled attended four days out of five; Minden 84·1 per cent., Tallegalla 82 per cent., and Coleyville 81·8 per cent..

The number of children of school age known to be not attending any school, though living within reasonable distance of one, is 116, and no report on this point has been received from Ipswich, the teachers there being unable to give any certain information on the matter. Of children attending school, 633, or 13·1 per cent. of the enrolment are reported as doing so at the rate of less than sixty days in the half-year.

**Classification and Proficiency of Pupils.**—In grading the pupils the lines of Schedule V. have usually been followed, and as a rule care has been taken not to needlessly increase the number of drafts.

Promotions have been made on the whole with fair rapidity, but there has been too frequent, and at times serious, cause to complain of the undue length of time that pupils are kept in the first class, and particularly in the lowest division of it. I hope to see considerable alteration in this respect during the present year.

In State schools 25·2 per cent., and in Provisional schools 12·9 per cent. of the pupils enrolled had reached the third class or higher at the time of inspection, the number of pupils in all schools who were still in the first and second classes being 75·9 per cent. of the total enrolment.

The average proficiency in the various classes, as indicated by the percentages in the last column of Table E, is satisfactory. The proficiency in State schools, and in the schools of the district as a whole, does not fall below *fair* in any class, and in the Provisional schools it reaches a *moderately fair* standard.

**Table D.**  
**ATTENDANCE OF PUPILS.**

	State Schools.		Provisional Schools.		Total.		Grand Total.
	Boys.	Girls.	Boys.	Girls.	Boys.	Girls.	
On roll end of quarter preceding inspection	2,420	2,114	259	214	2,679	2,328	5,007
Average attendance during quarter preceding inspection...	1,630·9	1,433·4	170·6	149·1	1,801·5	1,582·5	3,384
Attended four days out of five in quarter preceding inspection	1,100	870	105	100	1,205	970	2,175
On roll at date of inspection	2,277	2,193	262	217	2,539	2,410	4,949
Examined	1,789	1,671	202	164	1,991	1,835	3,826

**Table E.**  
**CLASSIFICATION OF PUPILS.**

Class.	On Roll at Date of Inspection.		Percentage of Enrolment.	Examined.		Average Age of Pupils on Roll at Date of Inspection.	Average Proficiency in all Subjects expressed as a Percentage.
	Boys.	Girls.		Boys.	Girls.		
STATE SCHOOLS.							
Fifth	25	23	1·1	22	20	14·6	63·3
Fourth	179	154	7·4	143	114	13·4	60·0
Third	336	412	16·7	268	326	11·9	62·0
Second	705	690	31·2	569	535	9·9	61·1
First	1,032	914	43·5	787	676	7·4	63·4
Total	2,277	2,193	...	1,789	1,671	...	...

TABLE

entirely ignorant of the general drift of the passage recited, and though it might reasonably be expected that some attention would be bestowed on the authors of the pieces selected, I have found fourth and fifth class pupils who were in doubt whether Shakespeare was alive or dead, did not know what countryman Tennyson or Longfellow was, and were unable to name any Australian poet. In the lower classes there has been occasional cause to complain of the undue length of time—15, 18, and in some cases even 24 months—taken to master Primer I., a book of 32 pages; and there is reason to think that reading in the earlier stages is still too commonly taught by the monotonous and wearisome repetition of the letters and words on a card—the “see-eh-tee, cat” method, as it has been aptly termed.

For reading as a whole the highest marks were obtained at Gatton (79.6 per cent.), Mount Walker (76.6), Walloon (73), Thornton (70.8), Tarampa (70.4), Purga Creek (69.8), Ipswich Middle (girls and infants) (69.6), Rosewood (68.6), Mount Berryman (68), Teviotville (66.8), Ashwell (66.6), Bunburna (66.6), and Mount Whitestone (66.6).

*Writing* gives the highest results of any subject of instruction. This is in a measure due to the cleanliness of the copy books, the percentage awarded for which averaged 82.1 over the whole district. The “elements of script letters” are not very well taught, and the correct relative heights of the letters is a point that has scarcely received sufficient attention. The most accurate and careful writing in copy books was shown at Milora, Engelsburg, and Purga Creek, and the cleanest copy books at Peak Mountain, Purga Creek, and Limestone Ridges, though there were many other schools very little inferior in the latter respect to those mentioned. For writing as a whole, the highest marks were obtained by Purga Creek (87 per cent.), Milora (83.3), Mount Walker (81.5), Tarampa (80.5), and Walloon (80).

*Arithmetic.*—Notation and numeration are usually well done. Tables give on the whole fair results, though the pupils are often unable to answer with sufficient readiness questions on work which they know perfectly by rote. A creditable degree of accuracy is shown in mechanical operations, especially in the simple rules; addition of money is, however, a weak point in third class, and amongst the senior pupils the methods employed in the higher rules are sometimes needlessly lengthy. The habit of counting on fingers is too largely resorted to in the first class. I not unfrequently find pupils in the second class, and at times even more advanced children, employing the same objectionable expedient. Problems are attempted with fair success in few schools, and mental arithmetic is in a very unsatisfactory condition. Similar defects to those last mentioned have been pointed out in connection with other districts, and suggestions likely to lead to improvement have been made in previous reports. Amongst schools having a fourth or fifth class, the highest marks for arithmetic as a whole were obtained at Walloon (74.2 per cent.), Hatton Vale (74.2), Teviotville (72.2), and Murphy’s Creek (70.5); and among those having no class higher than a third, at Tent Hill Upper (76), Mount Walker (74.4), and Mount Whitestone (72.5).

*Object Lessons.*—The lessons on temperance, agriculture, and domestic economy occupy the greater part of the time formerly given to the object lesson proper; this may be beneficial or otherwise, but with the present extensive school curriculum it is unavoidable. In the treatment of object lessons themselves some advance has been made, but in many cases their use as a means of cultivating the powers of observation and reasoning is not fully availed of, and they become too much a mere exercise of memory. The least satisfactory work is found in the lessons on lines, angles and colour in the lowest class, and the generally fragmentary science lessons of the advanced pupils. A good collection of specimens to illustrate the object lessons has been formed at Ipswich North (girls and infants), and at Ashwell there is quite a little museum well worthy of inspection.

*Drill* is well taught in most State schools, and very well in many of them, but only three Provisional schools showed fair proficiency in this subject. With a view to the introduction of the new military drill and physical exercises into the schools, the male teachers in and near Ipswich were afforded the opportunity of attending (after school hours) a six weeks’ course of drill instruction; they availed themselves of this with enthusiasm, and a very hurried visit to several of the Ipswich schools towards the close of the year showed me that the object for which the course in question had been instituted was being very successfully accomplished, the admirable manner in which the boys at Ipswich West went through a selection of the physical exercises deserving special mention.

*Music* is taught in all the State schools, except the one at Normanby; it is entirely omitted, however, in nearly a third of the Provisional schools, and in the remaining schools of this class is confined to singing a few songs by ear. The “sol-fa” exercises were frequently not tested; many teachers were unaware that the pages of “Stimpson,” specified in Schedule V., indicated the work required to be done in this branch.

*Geography.*—Of sixteen Provisional schools seven passed in this subject, and of forty-four State schools thirty-seven passed—only seventeen of them, however, doing so with credit. Elementary definitions are fairly known, but the examples to illustrate them are not always well chosen. Mapping is pretty fairly done in State schools, but very moderately in Provisional schools. Considerable weakness is shown in physical and mathematical geography. The descriptive geography of our own colony, and of Australia generally, is in most cases very moderately known, though instances of conspicuously good work in this direction are afforded by the schools at Walloon, Mount Walker, and Tallegalla. Blank maps prepared by the teachers are found in a few schools, and map-building on the blackboard in the presence of the pupils is occasionally met with; were such means of teaching geography common, instead of being as at present quite exceptional, marked improvement in that subject would speedily follow.

*Grammar* as a purely intellectual exercise affords admirable mental training; associated with composition it may be made of considerable practical value. To turn it to account in either direction, however, requires skilful and intelligent teaching, and this has too frequently not been forthcoming. In eleven out of fourteen Provisional schools the proficiency shown in the subject as a whole was below moderate: this was also the case in eleven out of forty-four State schools, and there were only fifteen schools in which the average quality of the work done was equal to or above fair. Increased practice in the application of the rules of syntax to the correction of common errors of speech, the association to a greater extent of synthesis with analysis, and a more systematic and fuller treatment of the accidents prescribed for the upper second class are needed.

*Composition.*—Of the different branches included under this head, written spelling and writing poetry from memory are generally well done; but a good deal of weakness is shown in original composition, neglect of punctuation being a common fault. The best original composition was found at Harrisville and



and Hatton Vale. The practice of requiring the pupils to answer as a general rule in sentences, not merely in fragments of sentences, is adopted in some of the best schools, but is not nearly as common as it should be; any loss of time which might appear to follow from such a practice would be far more than compensated for by the gain in other directions. *Oral composition*—the reproducing by word of mouth instead of in writing the substance of a short story or of a lesson—is an exercise which might with advantage be occasionally substituted for written composition.

*History*.—English history is indifferently, and Australian history moderately, known. Contemplated alterations in the history course, by limiting and more clearly defining the work to be done, will probably enable better results to be secured. As the schedule at present stands, I think it unwise for teachers to take up both English and Australian history at one time; the attempt to do so usually results in the presentation of indifferent work in both branches; it would be much better to take up only one branch and get that well done, leaving the other branch to be gone on with subsequently. Where English history is taught, notes on the “leading events” drawn up by the teachers would help to systematize the work, and would well repay the trouble involved in their preparation.

*Mechanics*.—Little interest is taken in the subject; the results obtained are rarely above moderate, and often fail to reach that standard.

*Domestic Economy*.—Work of moderately fair quality, rather limited in quantity, and generally speaking of no great practical value, is being done. I should like to see lessons on “First Aid in Accidents” receiving more attention.

*Needlework* gives next to Writing the highest results of any subject of instruction. Exception has sometimes had to be taken to the meagre *quantity* of work shown.

*Home Exercises* are creditably done, except in a few schools. The *neatest* work was found at Rosewood, Purga Creek, Milora, Ipswich Middle (girls and infants), Engelsburg, Harrisville, Milbong, Mount Walker, Rosevale, Tallegalla, and Thornton (State schools), and at Bunburra, Limestone Ridges, and Mount Whitestone (Provisional schools).

Table F exhibits in the form of a percentage the average proficiency in each subject of instruction throughout the schools of the district. Seventy per cent. indicates *very fair* proficiency, 60 per cent. *fair*, 50 per cent. *moderate*, and 40 per cent. *indifferent*. As might be expected, the average proficiency in Provisional schools is almost invariably lower than in State schools, notably so as regards object lessons, grammar, geography, and drill. That arithmetic shows a slight departure from this rule is mainly owing to the fact of only one Provisional school having any class higher than a third, and hence of no Provisional school, with this exception, being tested in the higher rules of arithmetic—fractions, proportion, practice, and percentages.

*Temperance Lessons*, which are not specified in the table, were introduced into the schools during the year. They have been taught with various degrees of success, but on the whole the results obtained are below moderate in State schools, and very indifferent in Provisional schools. As a rule, all classes above the lower second are grouped together for instruction in this subject, and I frequently find that the senior pupils answer well, while the junior pupils are almost entirely ignorant; this indicates the need for more care being taken to explain the lessons in such a way as to bring them well within the comprehension of the less advanced children. The teaching of these lessons without giving offence is not unattended with some difficulty in certain localities, for example in wine-making districts, seeing that the authorized text-book condemns not only the abuse of alcoholic drinks, but also the use of them under any circumstances.

The omission of *Drawing* from our school course throws the latter into unfavourable contrast with the educational programmes of other countries. It was hoped that the defect would be rectified at an early date, and I learn now with regret that the provisions of clause 22 of the Education Act forbid this being done.

Table F.  
AVERAGE PROFICIENCY IN SUBJECTS OF INSTRUCTION.

Subject.	Average Proficiency as a Percentage.		
	State Schools.	Provisional Schools.	All Schools.
Reading ... ..	60·2	57·4	59·4
Object Lessons ... ..	56·2	46·9	58·4
Writing ... ..	72·6	70·3	72·0
Arithmetic... ..	58·8	59·6	59·0
Drill ... ..	69·0	49·6	63·6
Vocal Music ... ..	51·5	58·4*	52·9
Geography ... ..	56·5	47·0	54·0
Grammar... ..	55·1	44·8	52·5
Derivation... ..	57·4	50·8	55·9
Composition ... ..	66·1	61·9	64·9
History ... ..	44·1	...	44·1
Mechanics ... ..	47·7	...	47·7
Domestic Economy ... ..	55·9	...	55·9
Needlework ... ..	71·6	63·8	69·8
Home Exercise ... ..	70·6	63·8	68·9

\* “Songs” only, the percentage for “songs” in State schools being 65·6.

In order to secure the removal of defects, it is necessary in the first instance that their existence should be recognised, and their nature plainly indicated; hence in the remarks prefixed to the above table, any shortcomings noticeable in the work of the schools have been dwelt upon at some length, and as a general rule less care has been taken to enlarge upon what has been successfully attempted than to point out what still remains to be done.

Table F shows, however, that over the whole course of instruction, the proficiency shown in State schools averages fair, and considering the large number of subjects included in that course, and the searching nature of the examinations in each, this result must be regarded as satisfactory, and gives evidence of much careful and well-applied teaching.



year by the establishment of State schools at Gin Gin, Sunbury, and Urangan, and by the removal into much larger buildings at Eidsvold and St. John's Creek. At my first visit the floor space was limited at Bundaberg Central (boys), Bundaberg Central (girls and infants), East Bundaberg, Maryborough (Albert), Maryborough West, South Kolan, and Tinana State schools, and at Eidsvold, Horton, and St. John's Creek Provisional schools; but, as before mentioned, steps have been taken to relieve the pressure at most of these. The schoolrooms at Calliope and South Kolan are narrow and inconvenient, being but 16 feet, and 17 feet wide, respectively.

The State school buildings were in good condition, but need painting at Barolin, East Bundaberg, North Bundaberg, Maryborough West, and Maryborough St. Helen's; those at Howard, Maryborough Central (infants), Pialba, and South Kolan were painted during the year.

The Provisional school buildings were found to be suitable generally, and most of them provided with one veranda; there are still ten, however, in this district, which are still unprovided with this very necessary accompaniment. At the Lighthouses, at Endeavour Sawmills, and at Yandaran Creek the schoolroom is a superior building, but that at Mount Larcombe is very inferior. Unceiled iron roofs are still in existence at Apple-tree Creek, Brushy Creek, Eidsvold, Isis North, Isis River, Mount Larcombe, Moolboolaman, Norton, Raglan Creek, St. John's Creek, and Watawa.

The furniture in State schools was in good condition, and generally so in Provisional schools. Authority was given during the year at twelve of the former schools to have small repairs effected or small wants supplied. Clocks were required at four Provisional schools, and they were useless at two others. There was a good supply of books, slates, and maps at most schools. At central schools the walls are tastefully decorated with prints and coloured pictures; at others, flowers were in good supply, producing a pleasing and attractive effect.

**TEACHERS' RESIDENCES.**—A new residence has been built at South Bundaberg, the old one being too small and worthless to be removed to the new school site; the one at South Kolan has been enlarged, and that at Pialba painted; additions are needed at Burnett Heads, Gooburrum, and Tantitha, and repairs at East Maryborough, Kalkie, and Mungar; an additional veranda on the exposed side of the residence is required at several places, such want being noticed particularly at the East, North, and South Bundaberg schools, and at Gin Gin. A few need painting.

**3. WATER SUPPLY.**—There are few State schools where the supply is indifferent either in quantity or in quality. There are underground tanks at Calliope, Gladstone, North Bundaberg, East Maryborough, and Yengarie; the one at Calliope has a defective slab cover which allows surface drainage to enter; the one at Gladstone leaks and retains very little, and the water in the one at North Bundaberg was reported by the head teacher to be of bad quality. Useless galvanised-iron tanks were found at Gayndah, Howard, and Torbanlea; these have been replaced by new ones at Howard. One tank was provided at eleven Provisional schools only. The general plan in these schools of having the tap inside the schoolroom is a commendable one, preventing waste by the pupils, and pilfering by the neighbours.

**4. OUTHOUSES.**—White ants have committed ravages at several schools, both State and Provisional. They have free access at the latter, and often at the former. In the case of State schools the defects are (a) closets placed on slabs level with the ground, and (b) covers of cesspits reaching the caps. Repairs are required at South Kolan, Mungar, Yengarie, Isis South, Bucca Crossing, and Yandaran Creek, and additions at North and East Bundaberg. Nuisances from defective pipes and other causes existed at Calliope, Gayndah, Howard, Gladstone, Maryborough Central (boys), Yengarie, Eidsvold, Mount Larcombe, and Raglan Creek. The closet accommodation at Provisional schools is generally inferior, and few closets are provided with cesspits.

**5. GROUNDS.**—The playgrounds at Maryborough are looked after with attention and care: at the Albert, Central, and West schools they are in excellent condition. The poor soil at East Maryborough retards the growth of the trees planted there. With the exception of a few trees planted at Tinana and East Bundaberg, and the excellent beginning made at Howard, I noticed no other playgrounds calling for favourable comment. I believe that a beginning was made at several schools on Arbor Day. Some good forest trees have been allowed to remain in the grounds at Howard, Kalkie, Mungar, and Gladstone, but they have been uprooted at most places, and no shade trees planted. At the new school at Sunbury every tree, good or bad, has been taken out, leaving a square, bald, and desolate-looking playground. *Sida retusa* and other weeds are in active growth at Barolin, East Bundaberg, Kalkie, and Woongarra, and are spreading fast at Calliope, Gooburrum, and North Bundaberg. The playgrounds at Provisional schools are not fenced, except at Dundathu and Dunmora, and are covered with fallen logs, brushwood, and long grass, thus providing two dangers—to the buildings from bush fires, and to the children from snakes.

Pretty and well cared for flower gardens were noticed in front of the residence at several schools, but kitchen gardens were rarely seen. The roses at Mungar were a delightful display. At West Maryborough the garden was one mass of beautiful bloom; at the Albert street School, Maryborough Central, Calliope, Kalkie, and Tinana also there were neatly laid out gardens. Other residences were fenced off, but the gardens call for no particular remarks. A kitchen garden is nicely cultivated at Gayndah.

Thirteen State schools are not yet provided with a shelter-shed, and no Provisional school, except Watawa, has this convenience. A gymnasium is erected at Kalkie in which great interest is taken by teacher and pupils. Swings are provided at North Bundaberg, Calliope, and South Kolan. Gravel for levelling or filling up purposes is wanted, particularly at Howard, Maryborough Central, Maryborough St. Helens, and North Bundaberg.

**6. FENCES.**—Slight repairs are required at East Bundaberg, Maryborough St. Helens, Calliope, and Gladstone, and extensive repairs at Maryborough Central (boys) and at Yengarie. A new fence has been erected at Tantitha, and tenders have been called for fencing in the grounds at South Bundaberg and Torbanlea. When the grounds of these latter, and of the new State schools at Gin Gin and South and East Bundaberg, are fenced, all State schools in this district will be provided with a fence of some description.

#### 7. LAVATORIES



7. **LAVATORIES AND HAT-ROOMS.**—None are provided at Gladstone. At many State schools the lavatory was found to be unsupplied with towels, pans, &c. Here the pupils had to wash themselves at the tanks, causing much waste of water. Authority was given to the head teachers of a few schools to have extra hat-pegs fixed. At some Provisional schools there are neither hat-pegs nor long nails provided.

8. **LARGE SCHOOL BELLS** are provided at the East and Central Maryborough schools and at Gayndah.

#### INTERNAL ORGANIZATION.

1. **STATE SCHOOL TEACHERS.**—There were employed at the several schools visited during the year 122 teachers, consisting of 26 male and 3 female head teachers, 12 male and 35 female assistant teachers, and 16 male and 30 female pupil-teachers. The average daily attendance of pupils for the quarter preceding inspection being 3,314.1, there was an average of 27 pupils per teacher, which is almost identical with that of the preceding year. At the time of my visit it could not be said that any school was understaffed, for although some of the larger schools had an average of over 30 pupils per teacher, the several staffs were composed chiefly of experienced assistant teachers and advanced pupil-teachers. At six small schools where two teachers were employed the average per teacher was low, but it was too high for one teacher. The average attendance at five small schools taught by one teacher ranged from 35.6 at Burnett Heads to 15.3 at Elliott. Since my visit to some schools changes of more or less importance have taken place which have generally had the effect of slightly raising the number of pupils per teacher in those schools. No teacher in this district is classified in the first or highest class, but 20 out of the 29 head teachers have reached one or other of the three grades of the second class. The others are in the third class. Of the assistant teachers only one has reached the second class, but another has, I believe, passed the necessary examination. At the recent examination of teachers two head teachers and four assistant teachers took papers for admission to this class. This leaves a large number of assistant teachers and a very fair number of head teachers who are apparently wanting in ambition. As the chief stumbling-block to passing this examination has been removed, there should be few teachers left for any length of time in the upper grade of the third class. A reference to Table G shows that the general condition of State schools was, with few exceptions, satisfactory, only four falling below 60 per cent. of marks, and one of these was over 59 per cent. Five reached over 70 per cent., and the rest ranged between 60 and 70 per cent. Considering that the attendance at several schools had been affected by sickness or wet weather previous to my visit, the foregoing results prove conclusively the industry, the attention, and the perseverance of the teachers of all grades. In reporting on the industry, skill, discipline, and organizing power of the head teachers, I have with few exceptions been able to speak very favourably as follow:—*Industry*—18 very good, 8 good, 2 very fair, and 1 fair; *skill*—16 very good, 9 good, 3 very fair, and 1 fair; *discipline*—10 very good, 10 good, 4 very fair, 2 fair, and 3 moderate; *organizing power*—1 very good, 13 good, 6 very fair, 5 fair, and 4 moderate.

All the male assistants are classified teachers, and only four of the female assistants are unclassified. In one or two isolated cases the head teacher complained slightly of the want of attention and of assistance on the part of an assistant teacher. These instances are very rare, however, and the great bulk of the assistants are almost as much interested in the success of the school as the head teachers are themselves. I had occasionally to remark to head teachers that their assistants, or some of them, were not placed in the responsible position which their experience and skill demanded. They should be placed in charge of sections of the school wherever possible, and so be able to assist the head teacher in training the young pupil-teachers, and in various other ways.

The pupil-teachers were generally reported by the head teachers as being diligent in their studies. A few of them, it appeared to me, have mistaken their vocation. Only one-third of them are males.

2. **PROVISIONAL SCHOOL TEACHERS.**—In two Provisional schools—at Eidsvold and St. John's Creek—where the average attendance is exceptionally large, more than one teacher was employed; the others are conducted by one teacher with more or less success. There was, on the average, one teacher to each 17.5 pupils in average attendance. Horton had an average of 38 pupils, and Mary River Heads of 3. The general condition of the schools at Dunmora, Endeavour Sawmills, Gin Gin, Isis North, Mount Shamrock, Tegege, Watawa, and Yandaran Creek was very satisfactory; at a few others fairly satisfactory work is being done. Satisfactory results were made impossible at St. John's Creek by the bitter antagonism existing between the head teacher and her assistant, which caused me to make an extra visit to that place towards the end of the year. At Eidsvold the teachers are labouring under a great disadvantage, owing to the ill-suited building used as a school-room. Provisional school teachers are neither assisted nor housed so satisfactorily as they might be, but the accommodation is as good, perhaps, as the parents can generally afford; complaints are therefore common, and the best teachers leave at the first opportunity. Only six of them in this district are ranked as temporary teachers, and four as teachers of the third class; very few of the others will ever pass the necessary examination for even the lower of these grades. Their qualifications enable them to teach the three R's, a little geography, and less grammar to pupils up to and including the third class; few of them have the ability to teach a fourth class well.

Table A.  
TEACHERS IN STATE SCHOOLS.

Status.	Males.		Females.	
	Head Teachers.	Assistant Teachers.	Head Teachers.	Assistant Teachers.
Class I. ....	0	0	0	0
Class II. ....	18	1	2	0
Class III. ....	8	11	1	31
Unclassified ...	0	0	0	4

TABLE



Table B.  
PUPIL-TEACHERS IN STATE SCHOOLS.

Status.	Males.	Females.
Fourth Class ... ..	3	14
Third Class ... ..	3	9
Second Class ... ..	4	6
First Class ... ..	5	1
On Probation ... ..	1	0

Table C.  
TEACHERS IN PROVISIONAL SCHOOLS.

Sex.	Have passed no stated Examination.	Have passed the Examination for Admission as a Temporary Teacher under the Department.	Have held the rank of Classified Teacher under the Department.
Males ... ..	15	5	2
Females ... ..	10	1	2

3. PUPILS.—The enrolment for the quarter preceding inspection was 2,505 boys and 2,188 girls in State schools, and 476 boys and 446 girls in Provisional schools, giving a total enrolment of 5,615 pupils. During the same quarter the average daily attendance was, in State schools—boys 1,800·7 or 71·8 per cent. of the enrolment; girls 1,513·4 or 69·1 per cent., and in Provisional schools—boys 334·4, or 70·2 per cent., and girls 291·2, or 65·2 per cent. The boys were therefore more regular in their attendance than the girls in both classes of schools. At date of inspection, 2,363 boys and 2,034 girls were enrolled in State schools, and 469 boys and 441 girls in Provisional schools; of the former 1,908 boys and 1,674 girls were examined, and of the latter, 359 boys and 327 girls; the number examined being 81·4 per cent. of the enrolment in State schools, and 75·3 per cent. in Provisional schools.

The *quality* of the attendance (four days, out of five) was, in State schools, 47·7 per cent. of the enrolment, and 50·5 per cent. in Provisional schools, or 48·1 per cent. in all schools—that is to say, that not half the pupils enrolled attended school at the rate of four days weekly. There was considerable variety (unaccountable often) among the several schools, ranging in State schools from 98 per cent. at Calliope to 6·4 cent. at Elliott, and in Provisional schools from 100 per cent. at Mary River Heads to 23·8 per cent. at Currajong Creek. The attendance at almost all the schools in Bundaberg and Maryborough was wretchedly poor. It was satisfactory at Calliope (98), South Kolan (78·7), Tinana (68·8), Howard (67·1), and at Mount Perry (64·7) State schools; and at Mary River Heads (100), Sandy Cape (93·3), Tegege (91·6), Mount Larcombe (81·8), Dundathu (81·5), Mount Shamrock (80·9), Brushy Creek (78·5), Raglan Creek (77·7), Dunmora (74·0), Isis River (68·7), Childers (66·6), St. John's Creek (66·6), and at Double Island Point (62·5) Provisional schools.

*Punctuality* at school ranged from *very fair* upwards in 26 State schools, and in 17 Provisional schools. There is reason to believe that the *lates* are not always carefully recorded in Provisional schools, for in 5 schools where punctuality was excellent according to the class roll, it was at inspection *bad* at 1, *indifferent* at 2, and *fair* at 2.

In State schools, 39 children are reported as not attending any school, and in Provisional schools 7 are so reported; while 325 and 85 pupils are respectively reported as attending irregularly. As several teachers of large schools in Maryborough and Bundaberg make no report, these numbers may be looked upon as approximately correct for the rest of the district only.

1,054 pupils were admitted into State schools, and 814 into Provisional schools between inspections; but many of these were doubtless changes from one school to another.

Six boys and 2 girls in this district succeeded at the recent examination in obtaining grammar school scholarships—Maryborough Albert, 3 boys and 1 girl; Maryborough West, 1 girl; Bundaberg South, 2 boys, and Howard 1 boy.

Table D.  
ATTENDANCE OF PUPILS.

	State Schools.		Provisional Schools.		Total.		Grand Total.
	Boys.	Girls.	Boys.	Girls.	Boys.	Girls.	
On roll, end of quarter preceding inspection ... ..	2,505	2,188	476	446	2,981	2,634	5,615
Average attendance during quarter preceding inspection	1,800·7	1,513·4	334·4	291·2	2,135·1	1,804·6	3,939·7
Attended four days out of five in quarter preceding inspection	1,245	994	256	210	1,501	1,204	2,705
On roll at date of inspection ... ..	2,363	2,034	469	441	2,832	2,475	5,307
Examined ... ..	1,908	1,674	359	327	2,267	2,001	4,268

4. CLASSIFICATION.—In schools generally for 1889 the number of pupils below the third class was 74 per cent. of the total enrolment. In this district for last year 74·9 per cent. of the pupils were similarly placed. The average age of the various classes was about the same as for schools generally in the previous year, but the average proficiency was slightly higher in all classes except the fifth. 25·1 per cent. of the pupils have been educated up to or beyond the standard of education necessary to be exempt from the compulsory clauses of the Education Act. In the Maryborough Central (infants) the first class was the highest. Seventeen had a fourth class as the highest, and 11 had a third. At a later period of the



8. INSTRUCTION.—Two weak features were noticeable in many schools—(a) the young pupil-teachers are not trained in the art of teaching by the aid of criticism lessons, nor are they under very strict supervision when teaching; and (b) many pupil-teachers and some assistants, and Provisional school teachers generally, do not sufficiently prepare the lessons privately at home which are to be taught on the next and following days. The teaching in such cases lacks intelligent handling, is mechanical and superficial, and the results at inspection are disappointing. In the best schools these weaknesses are not observable. The average proficiency in all subjects was 65.1 per cent. in State schools, and 58.3 per cent. in Provisional schools; in all schools it was 61.6 per cent. All subjects, except music, history, and mechanics, show an advance on the previous year. Writing and sewing are over *very fair*; reading, arithmetic, drill, grammar, derivation, composition, and domestic economy are over *fair*, and the rest range from *moderate* to *fair*.

*Reading* was weakest in the upper second and third classes. In the first and lower second classes it was often monotonous and sing-song, but there were schools where these drafts read very distinctly and feelingly. *Meanings of words* and *subject matter* are strong points in few schools, and *recitation* in fewer still. The fourth and fifth classes generally read carefully and well.

*Writing* is not taught systematically in some schools, and often almost as many styles of writing may be found as there are teachers; in others a copy is set on the blackboard for the younger pupils, who imitate it with more or less success: this is all the teaching they receive; some make good writers, and others only tolerable. The subject receives careful attention, however, in the majority of schools.

*Arithmetic*.—Notation, tables, and the mechanical work of the first and second classes are successfully taught in most schools; but there is weakness, grievous in some schools, in the intelligent work required from the third, fourth, and fifth classes. Mental arithmetic and practical problems are the weakest features.

*Object Lessons* produced but moderate results; comparatively few teachers take kindly to them, partly because the preparation of them takes up their private time, but chiefly, I think, from the want of confidence in themselves caused by the neglect of criticism lessons, and by defective training. The collection of objects to illustrate the lessons is in its infancy. The Albert school, Maryborough, is a notable exception. *Temperance* lessons have not been taught with much success as yet; most teachers look upon the text-book as being both unsuitable and too difficult; few look upon the lessons with favour, and many consider them a burden; the pupils are not attracted by them as they are taught at present, and very little is retained.

*Drill* is well taught in most State schools; towards the end of the year I had the opportunity twice to notice the pupils going through the physical drill exercises at two of the schools in Maryborough; both pupils and teachers apparently prefer these to the old extension motions. The teachers in Maryborough and suburbs had the advantage of receiving a few weeks' instruction by a regular drill instructor, and the head teacher at the Central schools was kind enough to continue it for the benefit of country teachers and of female teachers who had not attended the classes previously held.

*History, mechanics, and music* are more or less failures. The first is not made sufficiently interesting, but is confined chiefly to dry facts and dates. The second is not generally handled with intelligence, and the pupils fail to thoroughly grasp the subject. The last is successful in those schools where the teachers are qualified to teach it, and who appreciate its value, and such instances are unfortunately rare; singing, however, is taught with fair success in most schools, and very successfully in some; teachers are aware what an aid it is to orderly marching, and what an agreeable break it is between lessons.

*Grammar* is successful in two branches only—parsing and analysis; beyond these there is frequent failure.

*Geography* is not a great success in many schools. Descriptive geography is generally very satisfactory, but physical is rarely handled intelligently and in an interesting manner, and mathematical is chiefly confined to learning a few definitions.

*Domestic Economy* is almost solely confined to theoretical teaching; but in the South Bundaberg school for girls, the older pupils regularly make at home scones, cakes, &c., and bring them to school, where they are put to practical test and are criticised. The head teacher reports very favourably of this plan, which is simple and inexpensive, and worthy of a general trial.

*Sewing* is very well taught in most schools, and *home exercises* receive careful attention.

The following schools obtained exceptionally high marks in the more important subjects, but were closely approached by others:—

*Reading*.—Pialba 77.8, Maryborough Albert 73.4, Maryborough Central (infants) 72.2, and South Kolan 71.2; also, Dunmora 69.8, Tegege 69, Gin Gin 68, and St. John's Creek 67.8.

*Writing*.—Calliope 86.7, Pialba 82.7, Torbanlea 82, Maryborough Albert 81.7, Mount Perry 81.3, Kalkie 81, and Gayndah 80; also, Dunmora 84.7, Yandaran Creek 84.3, Endeavour Sawmills 81.7; St. John's Creek 81, Currajong Creek 80.3, Apple-tree Creek 80, and Tegege 80.

*Arithmetic*.—Mungar 85.7, Pialba 76.8, East Bundaberg 71.8, Tinana 70.3, Torbanlea 70.3, Maryborough Albert 70.2; also Bucca Crossing 85.2, Norton Diggings 75.8, Isis North 75.2, Childers 72.2, Dunmora 71.8.

*Geography*.—Calliope 74.3, Tinana 71, South Bundaberg (boys) 68.8, Maryborough Albert 67.8, South Kolan 67.5, Pialba 67, Mungar 66.5, Gladstone 66; also, Tegege 73.3, Gin Gin, 68.3.

*Grammar*.—Maryborough Albert 81.2, Mungar 77.5, Tinana 75.2, Woongarra 73.3, East Maryborough 72.5, Kalkie 72.2, West Maryborough 71.8, South Bundaberg (girls) 70.7; also, Dunmora 76.2, Endeavour Sawmills 70, Mount Shamrock 70.

*Sewing*.—Gayndah 85, Tantitha 85, Maryborough Albert 82, Mount Perry 82, East Bundaberg 81, Kalkie 80, Maryborough Central (girls) 80, Yengarie 80; also, Eidsvold 88, Tegege 85, Brushy Creek, 80.

*Home Exercises*.—East Bundaberg 75.5, Howard 75, West Maryborough 74, Gayndah 73.5, Gooburru 73.5, Tinana 73, Maryborough Central (girls) 72, South Kolan 72, Maryborough Albert 71.5, Pialba 71.5, North Bundaberg 70, Mount Perry 70; also, Tegege 75, Dunmora 70, Endeavour Sawmills 70, Mount Shamrock 70.

TABLE



Table F.  
AVERAGE PROFICIENCY IN SUBJECTS OF INSTRUCTION.

Subject.	Average Proficiency as a Percentage.		
	State Schools.	Provisional Schools.	All Schools.
Reading ...	65.2	60.8	62.9
Object Lessons ...	59.1	51.9	55.4
Writing ...	76.4	73.3	74.8
Arithmetic ...	62.7	57.9	60.3
Drill ...	69.2	54.2	61.6
Vocal Music ...	53.6	*43.6	49.3
Geography ...	58.8	51.1	54.8
Grammar ...	66.0	57.7	61.8
Derivation ...	69.4	63.0	66.4
Composition ...	69.9	66.0	67.9
History ...	57.9	42.0	55.0
Mechanics ...	53.9	†40.0	53.3
Domestic Economy ...	63.8	66.2	64.2
Needlework ...	74.0	69.4	72.4
Home Exercises ...	68.8	63.0	66.0

\* Very little theory; songs chiefly.

† Taught in one school only.

Table G gives particulars regarding each individual school. A reference to it shows that five State schools obtained over 70 per cent. of marks; twenty State schools and fourteen Provisional schools over 60 per cent.; four State schools and fifteen Provisional schools over 50 per cent.; and two Provisional schools below 50 per cent.

The average percentage of results was higher in twenty-two State schools and in twenty-one Provisional schools, and lower in seven State schools and in seven Provisional schools than it was in the previous year.

In comparing schools several matters (some of which are not furnished by Table G) have to be taken into account. Two important ones are (a) kind of school, and (b) strength of staff. Mixed schools, for example, have an advantage over schools for boys only or for girls only, because the marks obtained by the first class for their purely mechanical work swell the total marks for the whole school, and therefore increase the average percentage of results. Again, a school for girls and infants should obtain a higher percentage than one for girls only. Small mixed schools with an assistant teacher, such as Pialba and Mungar, should obtain much higher results than those with one teacher only, such as Burnett Heads and Tantitha. Other matters to be taken into consideration are the average age, the average time in class, and regularity at school.

Table G.  
SCHOOLS IN ALPHABETICAL ORDER.

Schools.	Highest Class.	Percentage of Results.	Accommodation in square feet.		Attendance.						Discipline.	General Condition.	Progress.	Children between the ages of 5 and 13, within 2 miles, who do not	
			Inside Floors.	Verandah Floors.	On Roll at Date of Inspection.	Examined.	Average for Quarter preceding Inspection.		Attended 4 days out of 6.					Attend any School.	Attend at least 60 days in each half-year.
							Number of Pupils.	Percentage of Enrolment.	Number of Pupils.	Percentage of Enrolment.					
STATE SCHOOLS.															
Barolin ... ..	IV.	55.9	680	544	43	39	30.0	62.5	13	27.2	Very fair ...	Fairly satisfactory ...	Fairly rapid, but not sound	0	12
Bundaberg, East ...	IV.	66.3	1,281	976	164	141	123.6	64.0	71	36.7	Good ...	Satisfactory ...	Good, but uneven	3	37
Bundaberg, North ...	IV.	62.7	1,260	992	150	131	110.4	60.4	55	30.2	Good generally	Satisfactory ...	Good ...	4	24
Bundaberg, South (Boys)	V.	66.6	1,400	1,120	274	227	200.5	68.4	128	43.7	Good generally	Satisfactory ...	Very good ...	†	10
Bundaberg, South (Girls and Infants)	V.	65.4	2,340	2,040	408	352	292.1	68.2	198	46.2	Very good ...	Very satisfactory ...	Good ...	†	23
Burnett Heads ... ..	IV.	55.1	612	612	50	41	35.6	58.2	21	34.4	Moderate ...	Moderately satisfactory	Fair ...	2	6
Burnett Heads * ...	III.	55.0	...	...	54	37	38.4	68.6	23	41.1	Fair ...	Moderately satisfactory	Very little ...	3	8
Calliope ... ..	IV.	68.2	736	552	71	65	52.8	71.3	73	98.0	Very good ...	Very satisfactory ...	Good ...	0	0
Elliott ... ..	IV.	50.2	588	448	30	22	15.3	49.3	2	6.4	Moderate ...	Not satisfactory ...	Slow and little	0	14
Elliott * ... ..	III.	48.9	...	...	26	20	16.8	62.2	10	37.0	Very fair ...	Unsatisfactory ...	Little or none	0	9
Gayndah ... ..	IV.	61.9	1,040	654	116	89	84.4	76.0	60	54.0	Good ...	Satisfactory ...	Very fair ...	16	25
Gladstone ... ..	IV.	62.6	1,301	2,593	129	106	97.3	62.7	54	34.8	Good ...	Satisfactory ...	Rather slow ...	0	6
Gooburrum ... ..	IV.	63.9	468	442	40	30	27.2	68.1	18	45.0	Very fair ...	Satisfactory ...	Very fair ...	0	5
Howard ... ..	IV.	67.8	944	756	173	141	138.3	81.4	114	67.1	Good ...	Satisfactory ...	Good ...	1	5
Kalkie ... ..	IV.	66.8	594	477	55	46	41.4	65.7	27	42.8	Very good ...	Very satisfactory ...	Good ...	1	10
Kolan, South ... ..	IV.	68.3	850	400	100	93	80.0	81.6	77	78.7	Very good ...	Satisfactory ...	Slow, but sound	0	1
Maryborough, Albert ...	V.	74.0	4,200	3,424	681	565	487.8	72.0	357	52.7	Very good ...	Very satisfactory ...	Very good ...	†	7
Maryborough Central (Boys)	V.	66.5	4,152	1,840	224	189	175.7	78.9	125	65.0	Good ...	Satisfactory ...	Good ...	†	14
Maryborough Central (Girls)	V.	62.5	4,620	1,050	202	156	148.0	70.8	75	35.8	Good ...	Satisfactory ...	Fair, but uneven	†	36
Maryborough Central (Infants)	I.	71.8	3,068	1,728	198	180	164.2	68.7	84	35.1	Very good ...	Very satisfactory ...	Very good ...	†	16
Maryborough, East ...	IV.	62.7	1,200	888	107	84	87.8	71.4	67	54.4	Good ...	Satisfactory ...	Good ...	3	11
Maryborough, St. Helens	V.	69.6	1,367	872	152	109	124.0	71.0	43	25.0	Moderate ...	Fairly satisfactory ...	Fairly rapid, but uneven	1	†
Maryborough, West ...	V.	67.8	1,200	960	298	230	212.6	71.3	139	46.6	Good ...	Satisfactory ...	Sound, but slow in upper part of school	†	9

\* Second inspection.

† Teacher cannot say.

TABLE

Table G.—continued.  
SCHOOLS IN ALPHABETICAL ORDER.—continued.

Schools.	Highest Class.	Percentage of Results.	Accommodation in square feet.		Attendance.						Discipline.	General Condition.	Progress.	Children between the ages of 5 and 13, within 2 miles, who do not		
			Inside Floors.	Verandah Floors.	On Roll at Date of Inspection.	Examined.	Average for Quarter preceding Inspection.		Attended 4 days out of 5.					Attend any School.	Attend at least 60 days in each half-year.	
							Number of Pupils.	Percentage of Enrolment.	Number of Pupils.	Percentage of Enrolment.						
STATE SCHOOLS—continued.																
Mount Perry	V.	67.8	1,800	1,206	164	97	129.3	76.0	119	64.7	Good	Satisfactory	Good	0	4	
Mungar	IV.	72.5	600	360	56	45	42.2	66.0	35	54.6	Very good	Very satisfactory	Very good	0	0	
Pinba	V.	74.5	630	455	59	54	49.1	57.2	32	38.1	Good	Very satisfactory	Very good	1	1	
Tanitha	IV.	61.5	648	280	44	33	24.7	56.9	17	40.0	Very fair	Fairly satisfactory	Very fair	0	9	
Wana	V.	72.1	1,150	803	180	154	144.8	77.3	123	68.8	Good	Very satisfactory	Very good	0	1	
Turbanlea	IV.	65.9	630	500	73	47	59.8	76.6	41	53.9	Very fair	Satisfactory	Good	0	5	
Woongarra	IV.	63.2	612	544	64	51	39.8	60.3	15	37.7	Fair	Satisfactory	Good	5	16	
Yongara	V.	59.2	1,000	800	92	65	76.4	69.7	59	46.7	Fair	Fairly satisfactory	Rapid, but not sound	0	0	
PROVISIONAL SCHOOLS.																
Apple-tree Creek	III.	59.1	384	...	24	18	17.5	65.0	10	37.0	Moderate	Not quite satisfactory	Moderate	0	0	
Brushy Creek	IV.	54.0	336	112	13	10	10.6	75.7	10	78.5	Very fair	Satisfactory	Rather slow	0	0	
Bucca Crossing	III.	58.3	384	...	21	8	15.0	62.5	10	41.7	Very fair	Satisfactory in writing and arithmetic only	Very little	0	7	
Childers	III.	59.2	400	...	36	30	24.1	73.0	22	66.6	Very fair	Satisfactory	Very fair	0	0	
Clyde Creek	IV.	57.6	375	...	22	16	14.2	51.8	13	48.0	Good	Satisfactory	Moderate	0	0	
Currajong Creek	III.	59.1	450	240	32	22	11.5	54.7	5	23.8	Good	Satisfactory	Slow, but improving	0	15	
Double Island Point	III.	51.3	144	36	5	5	5.6	70.0	5	62.5	Moderately fair	Pretty satisfactory	Fair	0	0	
Drummer's Creek	IV.	54.2	400	400	29	19	15.1	58.0	8	30.8	Fair	Moderately satisfactory	A little	0	0	
Dundathu	III.	54.7	540	...	25	17	23.3	86.3	22	81.5	Moderate	Not quite satisfactory	Little	0	0	
Dunmora	IV.	68.3	336	315	26	19	22.9	84.6	20	74.0	Good	Very satisfactory	Good	†	3	
Eldersveld	IV.	61.0	416	260	186	133	121.0	67.3	59	49.4	Fair	Fairly satisfactory	Very fair	1	34	
Endeavour Sawmills	III.	63.6	294	...	12	12	10.4	74.3	6	42.8	Good	Satisfactory	Good	0	0	
Gin Gin	III.	64.6	364	182	49	41	32.1	67.0	21	43.7	Good	Satisfactory	Slow, but sound	1	0	
Horton	IV.	55.7	384	192	66	37	38.1	55.0	18	26.0	Fair	Fairly satisfactory	Making some	0	15	
Inskip Point	IV.	37.1	266	140	16	11	13.2	66.0	9	45.0	Moderate	Retrospective	None	0	0	
Isis Scrub, North	IV.	67.4	384	...	19	19	14.0	66.7	9	42.8	Good	Very satisfactory	Good	0	3	
Isis Scrub, South	III.	51.0	384	216	38	28	28.6	75.2	19	50.0	Moderate	Pretty satisfactory	Some	0	0	
Isis River	II.	60.3	360	140	12	11	10.8	67.5	11	68.7	Moderate	Satisfactory	Very fair	0	0	
Isistown	III.	63.7	116	168	6	6	5.5	61.1	3	33.3	Very moderate	Satisfactory	Very fair	0	0	
Mary River Heads	II.	49.5	170	120	3	3	3.0	100.0	3	100.0	Very fair	Not satisfactory	Little	0	0	
Moolboolaman	IV.	52.0	336	120	19	15	10.0	50.0	6	3.0	Fair	Moderately satisfactory	Moderate	0	0	
Mount Lacombe	II.	59.1	240	160	11	9	6.7	60.9	9	81.8	Moderate	Moderately satisfactory	Very fair	0	0	
Mount Shamrock	III.	62.6	336	...	32	29	16.2	77.5	17	80.9	Very fair	Very promising	Very good	0	0	
Norton Diggings	III.	60.2	308	143	26	20	18.2	65.0	8	28.5	Very fair	Satisfactory	Fair	0	0	
Ragian Creek	IV.	50.7	420	...	24	23	23.0	85.1	21	77.7	Moderate	Moderately satisfactory	Little	0	0	
Sandy Cape	III.	58.2	278	70	15	15	14.3	95.3	14	93.3	Moderate	Fairly satisfactory	Slow and uneven	0	0	
St. John's Creek	III.	60.8	360	...	66	49	45.0	68.2	44	66.6	Very fair	Fairly satisfactory	Slow, but sound	0	5	
Tegege	IV.	68.2	288	168	11	11	10.3	85.8	11	91.6	Very good	Very satisfactory	Very good	3	0	
Walla	IV.	64.8	350	200	18	15	12.0	60.4	7	35.0	Very fair	Satisfactory	Satisfactory	0	0	
Watawa	III.	60.3	480	...	28	23	19.6	65.3	10	33.3	Good	Satisfactory	Good	0	4	
Yandaran Creek	IV.	65.0	360	180	20	17	13.8	70.0	6	30.0	Good	Very satisfactory	Very good	2	0	

† Teacher cannot say.

The best all-round Provisional schools are those at Dunmora, Isis Scrub North, Tegege, and Yandaran Creek.

I have, &c.,

GEORGE HARRAP,  
District Inspector.

The Under Secretary, Department of Public Instruction, Brisbane.



## CENTRAL DISTRICT.

## REPORT OF MR. DISTRICT INSPECTOR CANNY.

South Brisbane, March, 1891.

SIR,—I have the honour to submit the following General Report of the Central District for the year 1890.

## DISTRICT.

The district extends along the coast from Bowen to Rockhampton, inclusive, and from the coast as far westward as Boulia.

Schools in operation during the year:—

State schools for Girls only ... ..	1
" " Boys only ... ..	4
" " Infants only ... ..	1
" " Girls and Infants only ... ..	3
" " Boys, Girls, and Infants... ..	30
Roman Catholic schools ... ..	4
Provisional schools for Boys, Girls, and Infants ... ..	37
Total schools ... ..	80

In addition to these were two private schools, and a drawing class for pupil-teachers, held in the Rockhampton Central school.

DUTIES.—From the 1st January until the 20th April my time was occupied in valuing examination papers, writing Annual Report for 1889, and a vacation of four weeks, including one week on sick leave. Thence until the end of the year I was engaged in inspecting and reporting on schools, setting examination papers, and superintending the teachers' annual examination held at Rockhampton. Inquiries into the conduct of teachers were held at Andromache, Lake's Creek, Dingo, and Bajool, and a report in each case was furnished to the Department.

INSPECTION.—Of the number of schools in my official list, there were inspected 33 State schools, 16 Provisional schools, 4 Roman Catholic schools, and 1 private school. The total number of pupils examined was 4,779. A large proportion of my time was occupied in travelling, as many of these schools are situated widely apart. The distance travelled during the year was 4,454 miles. Owing to this matter of distance, and to the number of large schools in the district, I was unable to overtake the whole of the work, so that 6 State schools and 21 Provisional schools were not inspected.

## MATERIAL ORGANIZATION.

All the State school buildings were found to be in good condition, suitably furnished, and generally affording ample floor accommodation for the pupils in attendance. Overcrowding was found to exist at Mount Morgan, Mackay (boys), Bowen (girls), and Rockhampton Central (girls). In the case of the schools at Mount Morgan and Mackay (boys), action was about to be taken at the time of my visit to provide increased accommodation. A large and commodious class-room was added during the year to the school at Cawarral. The large rooms in the Mackay (girls) school and in the Rockhampton Central (boys), were found to be badly lighted, the only defect in those handsome and convenient buildings. A new State school has been erected on a picturesque site at Emu Park.

The Provisional school buildings are as a rule fairly suitable for the purposes of instruction. Ample accommodation is provided, and in most instances the furniture and fittings satisfy the requirements of the Department. The remarks in last Annual Report in reference to defective closet accommodation in Provisional schools still apply. The closets attached to the schools at Jericho and Gogango were in a disgraceful condition at the time of my visit. A continuance of such conditions should warrant the withdrawal of aid, in accordance with clause 73 of the Regulations of the Department.

TEACHERS' RESIDENCES.—These are in all instances found to be carefully looked after by the teachers, and generally present appearances of neatness and taste. The worst condition regarding the necessity for a teacher's residence exists at Emerald, where the teacher and his wife are housed in a wretched room at one end of the school building. It speaks ill for the public spirit of the parents and the committee that some effort has not been made to erect a suitable residence for the teacher. The residence at Gracemere has been enlarged by an additional room.

GROUNDS.—These are in general securely fenced, and since the institution of Arbor Day some attention is being paid to rearing of trees and the planting of flower-beds. For beauty of arrangement, and as affording evidence of care and attention, the grounds around the Rockhampton Central (boys) school hold the premier position. Tree-planting at Barcaldine and Eton has been attended with exceptionally satisfactory results.

## INTERNAL ORGANIZATION.

STAFFS.—Of the schools inspected, the returns show the number of pupils to each teacher to be in State schools 25·9, and in Provisional schools 19·1. No school was found to be insufficiently staffed, and but a few in which the staffs could be considered unduly large. Among the State schools the following showed the lowest number of pupils to each teacher:—Pink Lily Lagoon, 21·5; Bogantungan, 20·5; Cawarral, 19·4; Gracemere, 20·3; and Cometville, 17·5. Reductions in the staffs at Gracemere and Cometville were made in the course of the year.

The State school teachers of this district show themselves to be, as a rule, earnest and honest in the discharge of their duties, and to be possessed of skill varying in degree from very good to fair, or in a few instances to moderate. In some schools were found men ranking under the Department as third-class teachers who proved themselves in the conduct of their schools exceptionally well fitted for the government and education of children. Though from want of time or other causes such teachers have not as yet qualified themselves by examination for a more advanced classification, yet the work of their pupils, as tested by inspection, showed a marked degree of intellectual and sensible treatment. With the facilities now offering it is greatly to be desired that these teachers will prepare for the educational test, and

and thus entitle themselves to hold, as they should do, a position in the foremost ranks of the service. As it is, the Department has often appointed teachers of relatively low classification to the charge of important schools in recognition of exceptional ability and long-continued success in teaching—a course of procedure as equitable as it is wise.

The teachers in Provisional schools do on the whole fairly creditable work, but it would be well for some of them to remember that in such schools the teachers' efforts should be confined to the more important branches—reading, writing, and arithmetic. In the subjects of grammar, geography, and object-lessons, a very limited quantity of work practically taught and carefully revised would satisfy the requirements. Two teachers of Provisional schools were reported as incompetent, and a third as exhibiting barely tolerable capacity for the work. Of the Provisional schools visited those at Gogango, Emu Park, and Melrose hold the first place for proficiency and discipline.

*Pupil-teachers.*—In but few instances were the lessons given by pupil-teachers indicative either of careful or judicious training. The chief faults that presented themselves were paucity of idea regarding the subjects to be taught, ineffective attempts to outline the lesson on the blackboard, and a parade of high-sounding words and phrases conveying little or no meaning to the minds of the pupils. Making due allowance for the natural timidity exhibited by young teachers in presence of a stranger, it is yet but reasonable to expect, at least from senior pupil-teachers, that in giving a lesson on a subject named a day or two beforehand there should be shown by them clear conception of the subject, or of such portions of it as were intended to be taught, proper arrangement of matter, and a simple and forcible style of expression either in explaining or questioning out the subject of the lesson. It would, I think, be an improvement if head teachers would practice more extensively the giving of model lessons for the guidance of their assistants and pupil-teachers. The best taught lesson as satisfying the conditions named above was from a pupil-teacher of the fourth class in the boys' school at North Rockhampton. In the home lessons given to the pupil-teachers errors of judgment were sometimes shown by head teachers both as to the nature and quantity of such lessons. It is unreasonable to expect that pupil-teachers, after working in school all day both at their own studies and at teaching, should be required to sit up until a late hour every night writing out home work covering from five to eight pages of a large exercise book, to the total loss of home comfort and to the injury of their health. The evil is intensified in the case of female pupil-teachers, who at a trying period of their lives are subjected to such a severe strain. Success at examinations is dearly bought at the risk of injury to the health either of body or mind of our young teachers. A leading medical authority in this colony writes:—"I have had several instances of female pupil-teachers breaking down under the extraordinary strain to which they are subjected over a period of three or four years just at the age when in this climate the greatest care should be exercised in conserving energy." In my opinion home exercises should be given not oftener than three evenings in the week, and involving work of not more than one and a-half hour's duration. With a sensible and intelligent selection of questions for these exercises, with the daily instruction of one hour and a-half, with the periodic testing of pupil-teachers' work by means of examination papers, and with encouragement as to the young teachers in the matter of general reading, there should be little grounds to anticipate failure at the annual examinations.

Table A.  
TEACHERS IN STATE SCHOOLS.

Status.	Males.		Females.	
	Head Teachers.	Assistant Teachers.	Head Teachers.	Assistant Teachers.
Class I. ... ..	2	0	0	0
Class II. ... ..	15	2	3	0
Class III. ... ..	11	13	2	29
Unclassified ... ..	0	3	0	4
Total ... ..	28	18	5	33

Table B.  
PUPIL-TEACHERS IN STATE SCHOOLS.

Status.	Males.	Females.
Fourth Class ... ..	4	9
Third Class ... ..	4	8
Second Class ... ..	3	6
First Class ... ..	0	7
On Probation ... ..	4	1
Total ... ..	15	31

Table C.  
TEACHERS IN PROVISIONAL SCHOOLS.

x.	Have passed no stated Examination.	Have passed the Examination for Admission as a Temporary Teacher under the Department.	Have held the Rank of Classified Teacher under the Department.
Males ... ..	7	0	2
Females ... ..	7	1	1
Total ... ..	14	1	3

Attendance.



**ATTENDANCE.**—From Table D it will be seen that in the schools visited the total enrolment for the quarter preceding inspection was 5,754, and the average daily attendance 3,813.9, showing a percentage of 66.2, while the percentage of those who attended 4 days out of 5 reached only 41.1. These latter figures show that the attendance of children in the Central district is decidedly inferior in quality. Though teachers cannot be accounted wholly blameless for this condition, it yet shows on the part of parents a want of appreciation of the efforts of the State towards providing facilities for education in even backward and remote centres of settlement, and what is still more deplorable such irregularity shows criminal neglect of the sacred obligations which parents owe to their children. From the reports on this matter received from teachers, it would seem that even the most trifling cause is sufficient in the minds of many parents to warrant the absence of their children from school; they fail to remember that a pupil has no more right to remain away from school without cause, than has a father to absent himself needlessly from his daily work. Regarded as a fruitful source of trouble to the security and peace of society, regarded also as a perniciously obstructive factor in our educational progress, it would seem that irregularity of children's attendance at school should be visited by some form of State punishment on parents who either thoughtlessly encourage or wilfully connive at the evil. Among State schools the best attendances in point of quality were at Cometville 82.5 per cent., Yeppoon 80 per cent., Copperfield 78.5 per cent., Clermont 73.2 per cent., Barcaldine 65.2 per cent., Blackall 64.5 per cent., Cawarral 63.9 per cent., and Port Curtis Road 61 per cent. The remaining State schools fall away from 51 per cent. to as low as 2.1 per cent. and 1.8 per cent. The best attendances at Provisional schools were at Flat Top, Gogango, Alpha, Pine Hill, Boolburra, and Andromache; and the worst at Marian Mill, Rosewood Crossing, and Melrose.

**CLASSIFICATION.**—Throughout the district the classification has been fairly even and in accordance with the standards in Schedule V. In one or two of the larger schools there was found an undue multiplication of small drafts tending to waste of teaching power. But few instances of stagnation as regards detention in class came under my notice during the year. Five State schools contained fifth classes:—Mackay (boys), Mackay (girls and infants), Rockhampton Central (girls), North Rockhampton (girls and infants), and Blackall. Thirty-nine State schools showed a fourth class as the highest, and 4 State schools showed third as highest class. In the Provisional schools 4 contained fourth classes, and the remainder did not reach beyond a third class.

Table D.  
ATTENDANCE OF PUPILS.

	State Schools.		Provisional Schools.		Total.		Grand Totals.
	Boys.	Girls.	Boys.	Girls.	Boys.	Girls.	
On roll end of quarter preceding inspection ...	2,659	2,587	251	257	2,910	2,844	5,754
Average attendance during quarter preceding inspection...	1,813.38	1,656.24	172.81	171.35	1,986.19	1,827.69	3,813.88
Attended four days out of five in quarter preceding inspection	1,150	965	127	123	1,277	1,088	2,365
On roll at date of inspection ...	2,480	2,382	234	239	2,714	2,621	5,335
Examined ...	2,076	2,011	187	183	2,263	2,194	4,457

Table E.  
CLASSIFICATION OF PUPILS.

* Class.						On Roll at date of Inspection.		Percentage of Enrolment.	Examined.		Average Age of Pupils on Roll at date of Inspection.	Average Proficiency in all Subjects expressed as a percentage.
						Boys.	Girls.		Boys.	Girls.		
STATE SCHOOLS.												
Fifth	...	...	...	...	...	17	32	1.3	17	26	14.26	69.6
Fourth	...	...	...	...	...	175	220	8.1	196	182	13.4	65.6
Third	...	...	...	...	...	245	416	13.5	339	358	12.04	63.0
Second	...	...	...	...	...	659	757	29.0	682	652	10.3	63.9
First	...	...	...	...	...	1,091	1,256	48.1	842	793	7.47	66.4
Total						...	...	...	2,076	2,011	...	...
PROVISIONAL SCHOOLS.												
Fourth	...	...	...	...	...	4	9	2.6	3	6	13.8	61.6
Third	...	...	...	...	...	46	51	20.0	28	33	12.1	58.1
Second	...	...	...	...	...	79	78	32.4	67	59	9.8	59.7
First	...	...	...	...	...	105	112	45.0	96	85	7.3	61.4
Total						...	...	...	194	183	...	...

**DISCIPLINE AND ORDER.**—In these features of work three State schools were reported as excellent, fourteen as very good, nine as good, four as very fair, and two as fair. Among the Provisional schools three were described as very good, seven as good, three as very fair, and three as fair. Speaking generally, I have to report that the government of the schools in this district was kind, firm, and effective. The pupils showed appreciation of their teachers' efforts, a sense of respect for themselves, and a tone and behaviour under inspection that were highly commendable, and that were strongly in evidence in those schools in which the discipline was described as excellent. Under such conditions the work of inspection was truly pleasurable. It is greatly to be desired that teachers, in whose schools weakness in the above qualities exist, will put forth increased effort towards cultivating a higher tone, and a healthier public



public opinion among their pupils. Mental culture counts for much, but cultivation of the virtues of truth, honesty, self-denial, and consideration for the feelings of others counts for still more. Cases presented themselves of want of cordiality between head teachers and the members of their staffs. Without sympathy from the head and confidence and respect from subordinates, not alone is school life rendered unpleasant to the teachers themselves, but the best working conditions for the school cannot possibly be secured. For harmony and good feeling amongst the members of the staff the schools at Clermont and Barcaldine take the first rank. Order was well maintained in all but a few schools. There were, however, instances in which order, as regarded school movements, was carried to excess, in which at the different school changes the children were put through a number of unnecessary and grotesque evolutions before beginning lessons. The best order is that which provides against waste, either of time or energy in teaching, and I fear that many teachers substitute the means for the end in straining after effect on points of order.

**RECORDS.**—The time tables were often faulty in construction, the weak points being improper allotment of time to the different schedule subjects; and, in the case of some large schools, injudicious distribution of the head teacher's time. Thus I found in the weekly summary of work for a fourth class seven hours fifty minutes devoted to the subject of arithmetic, and only one hour for reading; in the third class only one hour thirty minutes for reading, and eight hours fifty minutes for arithmetic. For a second class I saw eleven hours entered for arithmetic, and but three hours for reading. In another instance I saw only half-hour weekly set down for the subject of English composition in fourth class, and yet there were three hours fifteen minutes set down for vocal music. From such apportionment of time as is here recorded, it may be safely assumed that some teachers regard the subjects of reading and composition as of minor importance; but it may be fair to let them understand that when inspecting their work I shall be largely influenced by the character, intellectual or otherwise, of the reading and composition in their schools. In the columns for analysis of the head teacher's time I found in one or two of the larger schools only a few hours weekly recorded for actual teaching over all the classes, and the remaining time from seventeen hours to twenty hours divided between the work of supervision and of examination. In large schools where fourth or fifth classes are under the charge of experienced assistants examination of such classes by the head teacher need not be more frequent than once a month; the great bulk of the time should be devoted to helping the junior assistants and pupil-teachers, and to guiding and encouraging them in their work. The entries in the work books were often pointless and incomplete. Such entries as "Compound Rules of Money," "Outlines of Physical Geography," "General Analysis and Parsing," repeated from fortnight to fortnight form but a poor guide to an inspector or visitor as to what work was actually attempted in the subjects; and they indicate, on the part of the writers, failure to understand the true aims of the record, which is intended to systematise and give definiteness to the course of lessons under the different heads of instruction.

**INSTRUCTION.**—The average proficiency in the subjects of instruction is satisfactory excepting in object lessons, grammar, and geography, which in State schools do not reach the standard of *fair*, and in Provisional schools do not reach even moderate. Comparing the character of the work of the schools inspected in 1889 with the work of the same schools inspected in 1890, improvement in nearly all branches was generally found; but in a few instances there was little evidence that teachers had put forth any strenuous efforts to work up the branches found weak at the previous inspection. In such cases it was not uncommon to find the teachers cast blame upon the idleness, stupidity, or irregularity of the children, the perversity of parents, or upon any cause except the right one—lack of energy and earnestness on their own part, or lack of industry in studying the best methods of imparting instruction and of applying these in a manner suited to the capacities and dispositions of their pupils. Text-books on method appear to be seldom used, but are kept hidden away in a remote corner of the book-press until in time the teachers become oblivious of their existence. In the case of the large majority of the Provisional school teachers, and in some instances of State school teachers, who become isolated from their fellows, the study of Gladman and Joyce could not fail to be of advantage. If the hints given by these model school-men were read and thought upon by teachers, and applied in their daily work, there would result, not alone improvement in the crude methods now so often employed, but also improvement in the attainments and tone of their pupils, presupposing always that these teachers possess some degree of aptitude for their office.

Though the course of instruction specified in our State school curriculum has been subjected sometimes to adverse comment by critics from both within and without the service, it yet stands in evidence that efficient teaching within the lines of Schedule V. has been attended by the most satisfactory results. Young men and young women trained in our State schools are to be met with in numbers throughout the colony doing creditable work in the business houses, in the Civil Service, and in the trades, while it is generally admitted that the high reputation attained by the leading Queensland grammar schools is in a large degree owing to the work of State schools pupils, who have been winners of grammar school scholarships. Such being the case, it may be well to consider whether changes in the schedule should not be made slowly and with caution. Amendment, if any, should be in the direction of curtailment rather than increase in the number of subjects, so as not to detract unduly from the time and attention which should be devoted to the important branches of reading, writing, arithmetic, geography, grammar, and composition. Thoroughness in a few subjects, rather than superficiality in many, should, I think, be the desideratum.

**Reading.**—This subject gives fair results on the average, which, it must be remembered, is affected in favour of higher values by the simple work in the subject required from pupils in the first and lower second classes. It is gratifying to have to report that, as regards pitch and enunciation, a marked improvement has taken place in the schools in which faults of utterance were noted in the reports of the previous year. It is, however, in the higher qualities of reading expected from third, fourth, and fifth classes that defects are still to be found. Many teachers fail to realise the schedule requirements in this direction, or how much pleasure and profit both to teacher and taught may be derived from earnest and intelligent effort to secure taste and expression in the reading of the upper classes. When its usefulness is considered in business affairs, in public meetings, and in the homes of the people, it is to be desired that teachers would pay increased attention to the cultivation of this really educative and refining art.

Among

Among the schools distinguished for good reading may be mentioned Emerald, Rockhampton Central (girls), Mount Morgan, Bowen (girls), Clermont, Rockhampton R.C. (girls), Allenstown, Cawarral, and Eton. In the matter of recitation of poetry no schools in the district can be commended. When the poetry was perfectly remembered, which was rarely the case, it was repeated with downcast eye, indistinct utterance, and monotonous voice. In a few instances an affectation of gesture appeared sufficient in the minds of teachers to atone for the absence of intelligence and feeling. I fully appreciate the difficulties in the way of want of time and opportunity with which teachers have to contend in getting their pupils to recite properly, but it would be well for them to remember that even one or two poems of average length, learned properly in half a year, would be of far more advantage to children than six pieces attempted and attended with results such as those described above. In the way of improving the character of reading and recitation in schools, the intelligent explanation of the subject matter of lessons is regarded as an important factor by eminent educationists. Not in the majority of instances can I report favourably of the work in this direction. Mere questioning on meanings of words without attempt to "picture out" the ideas in the lesson, was the most frequent form of explaining the subject. A high authority on this point says, "Many a sentence, the meaning of every single word of which a child can give you, is to him as dim as twilight, or absolutely as dark as night." Much advice on this point was tendered to the teachers in most of the schools visited. I would conclude my remarks on reading by recommending to teachers the practice of getting their pupils to commit to memory some choice extracts in prose. In a school with which I was connected for nearly twenty years, I found the practice to be attended with the most beneficial effects, alike on the character of the pupils' reading as well as on their style of composition.

*Arithmetic.*—Though the average results over all the classes are tabulated as *fair*, yet in the majority of schools the tests applied in the third and higher classes showed unsatisfactory work. True it is that failure in arithmetic does not necessarily indicate defective teaching, yet the slipshod and unconnected style of work often seen on slates and in exercise books shows that the use of arithmetic as a means of cultivating habits of exact thinking and correct expression is not taken into account by many teachers. In the solution of an exercise in vulgar fractions the parts of the work were usually scattered with such utter disregard of the use of signs as rendered it almost impossible for any human intelligence to comprehend the processes by which the result was obtained; in the attempts to reason out a practical problem there was often shown either no effort at explanation or such effort as indicated no coherence of thought. Under these conditions the science of arithmetic loses most of its value as an educative agent, and leaves the pupil but poorly equipped for the purposes even of a calculating machine. As a remedy for these defects, I would suggest more careful and more extended training in the preliminary rules, fuller and more intelligent blackboard explanation, and more frequent practice in mental arithmetic as applied to the solution of practical problems. Among the fifth and higher fourth classes I often found pupils wearying their brains over lengthy exercises in compound interest which might be solved at a cost of less time and labour had the pupils possessed even a slight acquaintance with decimals. A knowledge of decimals should, I consider, precede any advanced work in arithmetic. Questions on rectangular areas were generally poorly answered, and my remarks on this point in the Annual Report for 1889 will still apply. The following schools showed the best work in higher arithmetic:—Mackay (boys), Bowen (girls), Barcaldine, Westwood, Clermont, Rockhampton Central (girls), Emerald, Springsure, Yeppoon, Port Curtis Road, and Cometville.

*Grammar and Composition.*—The best work in parsing and analysis was found in the schools at Emerald, Mount Morgan, Rockhampton Central (boys), Yeppoon, Rockhampton Central (girls), Cawarral, Bowen (girls), Rockhampton R.C. (girls), Port Curtis Road, Allenstown, and Westwood. Where failure occurred the chief causes were defective knowledge of the inflections of the parts of speech, and of the leading rules of syntax and want of practice in applying these. In analysis too much attention has been paid to technical terms without the nature of such terms having been clearly explained. In the schools above named, and in others reaching nearly as high results, I found that the examination in grammar was regarded by the pupils with pleasurable and intelligent interest, a sure sign that their teachers had made the subject clear and attractive to the children, and that they had risen to a right conception of the advantages resulting from the teaching of grammar in their schools. English composition gave high results in the abovenamed schools, as well as in the schools at Barcaldine, Clermont, Blackall, North Rockhampton (boys), Mackay (boys), Mackay (girls and infants), Springsure, and Copperfield. It is satisfactory to be able to report that the subject of English composition is becoming a deservedly popular branch in schools. The tests applied were mostly in the department of descriptive composition, and upon subjects not "got up" beforehand. The best answering was characterised by fulness of knowledge, sensible arrangement of matter, correct grammar and spelling, and in some instances by a little thoughtful originality of idea arising out of the main subject. There are grounds for hoping that many of the best pupils will ere long be capable of attempting more advanced work in the shape of short original essays akin to those outlined in Dalgleish's *Prose Composition*. The habit of general reading is the first requisite for securing good composition, and it were well if teachers would, by all means in their power, encourage the habit. The establishment of school libraries would be an effective aid in this direction. In addition to this, and to the hint on the subject of composition given in another part of this report, I should strongly recommend the practice of devoting a portion of every Friday afternoon to reading aloud for the advanced classes, short sketches from books of travel, biography, standard fiction, or interesting poetical extracts, as an excellent means for developing a taste for reading, and for improving the composition.

*Geography and History.*—I cannot report very favourably of the character of the teaching in either of these branches. Time and energy are almost wasted in working up dry geographical facts associated in children's minds with little that is either instructive or interesting, merely telling without comment that a country is so many thousand square miles in extent, that a mountain is so many thousand feet high, or that a town contains so many thousand inhabitants, conveys to the learners but a poor idea of the facts intended to be taught. And yet in some of the most important schools I found such course adopted. Seldom indeed did the answering indicate that the pupils had been accustomed to hear from their teachers descriptions of the physical features of a country, of its people, its form of government,

its leading historical events, or its resources and present standing among nations. So much has been said on this subject in books on methods, in inspectors' reports, and in leading educational reviews, that it is difficult to account for the crude methods so often employed in teaching geography. These remarks apply in many respects to the teaching of its kindred subject, history. As stated last year, I am of opinion that too much time is spent with the teaching of past history to the exclusion of the more practical and important events of modern times.

Table F shows that penmanship, home exercises, needlework, and derivation give very creditable results. In needlework the written directions given by Mr. Kilham for the guidance of teachers in this district have resulted in greatly systematizing the work, and in improving its character, both as regards quantity and quality.

While on the subject of instruction, I regret to have to report that it is by no means uncommon to find parents interfering with teachers, not alone in regard to the kind of instruction which their children receive, but also as to the teacher's method of imparting it. Such interference is calculated to cause annoyance to teachers, and to militate against the effective working of the school. If a teacher be guilty of wilful neglect of duty, or of other misconduct, it is incumbent on the committee to interpose, and any report they may make is certain to receive prompt attention from the authorities in the Department. Apart from this I consider that a teacher in the discharge of his duties should be free from unnecessary local meddling, should have his authority supported, and should receive from parents the full measure of respect and consideration due to his useful and honourable calling.

Table F.  
AVERAGE PROFICIENCY IN SUBJECTS OF INSTRUCTION.

Subject.	Average Proficiency as a Percentage.		
	State Schools.	Provisional Schools.	All Schools.
Reading ... ..	64.7	58.5	63.4
Object Lessons ... ..	56.2	50.0	55.9
Writing ... ..	74.8	66.2	73.0
Arithmetic ... ..	61.9	58.4	61.6
Drill ... ..	62.0	54.1	60.0
Vocal Music ... ..	65.0	56.5	64.7
Geography ... ..	57.9	48.8	55.7
Grammar ... ..	57.0	47.2	55.4
Derivation ... ..	68.0	60.0	67.0
Composition ... ..	67.0	62.6	66.9
History ... ..	59.7	...	59.7
Mechanics ... ..	58.3	...	58.8
Domestic Economy ... ..	61.7	...	61.7
Needlework ... ..	67.4	60.6	64.3
Home Exercises ... ..	68.5	58.6	65.8
Temperance Lessons ... ..	61.0	52.5	56.7

Table G.  
SCHOOLS IN ALPHABETICAL ORDER.

Schools.	Highest Class.	Percentage of Results.	Accommodation in square feet.		Attendance.						Discipline.	General Condition.	Progress.	Children between the ages of 5 and 13, within 2 miles, who do not	
			Inside Floors.	Verandah Floors.	On Roll at Date of Inspection.	Examined.	Average for Quarter preceding Inspection.		Attended 4 days out of 5.					Attend any School.	Attend at least 60 days in each Half-year.
							Number of Pupils.	Percentage of Enrolment.	Number of Pupils.	Percentage of Enrolment.					
STATE SCHOOLS.															
Alatia ... ..	IV.	60.1	943	408	82	65	40.2	58.5	16	19.0	Good ...	Satisfactory ...	Very fair ...	0	19
Aramac ... ..	III.	68.7	720	320	27	25	24.6	64.7	12	31.5	Good ...	Satisfactory ...	Very fair ...	3	9
Barcaldine ... ..	IV.	67.7	1,710	720	228	206	101.0	75.7	156	65.2	Excellent ...	Highly satisfactory ...	Very good ...	0	5
Blackall ... ..	V.	62.3	1,710	1,200	151	126	131.5	77.8	108	64.6	Good ...	Very satisfactory in most respects	Very fair ...	8	15
Bogantungan ... ..	III.	60.0	648	248	52	39	36.5	66.0	19	35.0	Fair ...	Fairly satisfactory ...	Fair in some important directions	0	11
Bowen (Boys) ... ..	IV.	62.1	1,000	900	84	68	55.9	65.0	26	30.2	Very good ...	Very satisfactory ...	Good ...	0	17
Bowen (Girls) ... ..	IV.	63.9	730	450	156	156	110.1	68.0	72	45.0	Very good ...	Very satisfactory ...	Good ...	0	0
Cawarral ... ..	III.	70.5	1,128	902	92	65	78.1	73.4	62	63.9	Very good ...	Very satisfactory in most respects	Very good ...	0	6
Clermont ... ..	IV.	69.1	2,340	1,416	262	221	216.0	82.7	191	73.2	Excellent ...	Highly satisfactory ...	Good ...	0	13
Cometville ... ..	III.	69.0	780	1,000	38	35	33.8	84.5	33	82.5	Very fair, but somewhat rigid	Very satisfactory ...	Very good ...	0	0
Copperfield ... ..	IV.	63.0	1,766	1,043	26	21	23.1	82.5	22	78.5	Good ...	Satisfactory ...	Very fair ...	1	2
Emerald ... ..	IV.	70.8	1,349	1,333	113	87	79.3	70.2	53	46.9	Very good ...	Very satisfactory ...	Decidedly good between inspections	1	6
Eton ... ..	IV.	60.4	720	720	64	53	44.0	63.8	25	36.0	Good ...	Satisfactory ...	Very fair ...	0	0
Gracemere ... ..	IV.	63.4	554	771	54	43	41.1	69.0	22	30.8	Very good ...	Very satisfactory ...	Very fair ...	5	5
Isisford ... ..	III.	59.7	494	416	28	21	24.9	83.3	16	33.3	Fair ...	Satisfactory ...	Fair ...	0	3
Mackay (Boys) ... ..	V.	65.0	1,570	904	254	212	172.4	67.6	99	39.5	Very good ...	Very satisfactory ...	Good ...	4	33
Mackay (Girls and Infants) ... ..	V.	61.8	3,520	2,334	401	296	245.0	60.7	124	31.0	Very fair ...	Satisfactory ...	Fair ...	0	30
Mackay, North ... ..	IV.	63.7	1,200	1,000	54	45	23.0	53.5	2	4.8	Very fair ...	Satisfactory ...	Very fair ...	4	16
Mount Morgan ... ..	IV.	71.2	1,936	1,378	462	393	223.1	66.6	213	44.0	Very good ...	Satisfactory ...	Good ...	7	49
Muttaburra ... ..	IV.	58.8	475	408	37	29	28.0	53.0	12	23.0	Very good ...	Satisfactory ...	Rapid, but not sound	0	0

TABLE



Table G—continued.  
SCHOOLS IN ALPHABETICAL ORDER—continued.

Schools.	Highest Class.	Percentage of Results.	Accommodation in square feet.		Attendance.						Discipline.	General Condition.	Progress.	Children between the ages of 5 and 13, within 2 miles, who do not	
			Inside Floors.	Verandah Floors.	On Roll at Date of Inspection.	Examined.	Average for Quarter preceding Inspection.		Attended 4 days out of 5.					Attend any School.	Attend at least 60 days in each Half-year.
							Number of Pupils.	Percentage of Enrolment.	Number of Pupils.	Percentage of Enrolment.					
STATE SCHOOLS—continued.															
Pink Lily Lagoon ...	IV.	60.9	480	480	61	41	27.6	51.1	1	1.8	Good ...	Satisfactory ...	Good ...	0	26
Port Curtis road ...	IV.	67.4	480	480	84	64	46.6	60.0	47	61.0	Very good ...	Very satisfactory ...	Good ...	0	0
Rockhampton, Allens- town	IV.	64.2	2,200	2,000	316	236	207.5	63.4	96	29.3	Very good ...	Satisfactory ...	Good ...	5	47
Rockhampton, Central (Boys)	IV.	63.4	4,400	3,272	394	302	295.5	69.0	193	45.1	Very good ...	Very satisfactory ...	Very good ...	47	43
Rockhampton, Central (Girls)	V.	68.2	2,340	1,523	362	279	245.6	62.5	110	31.2	Good ...	Very satisfactory ...	Very good ...	0	72
Rockhampton, Central (Infants)	I.	75.8	3,559	...	467	399	286.1	61.3	167	36.6	Excellent ...	Highly satisfactory ...	Very good ...	0	0
Rockhampton, North (Boys)	IV.	63.9	2,000	1,206	168	101	187.1	67.6	70	39.5	Very good ...	Satisfactory ...	Very fair ...	0	22
Rockhampton, North (Girls and Infants)	V.	63.8	3,312	2,848	229	222	145.0	54.9	33	15.2	Good ...	Satisfactory ...	Very fair ...	68	0
Springsure ...	IV.	67.2	1,220	960	84	65	67.1	75.3	46	51.0	Good ...	Satisfactory ...	Very fair ...	0	0
Stanwell ...	IV.	62.2	244	190	65	15	12.9	28.0	1	2.1	Very fair ...	Satisfactory ...	Very fair ...	0	0
Te Kowai ...	IV.	66.2	665	560	78	64	39.1	56.1	20	28.5	Very good ...	Very satisfactory ...	Very good ...	0	0
Westwood ...	IV.	67.2	980	570	89	69	55.9	67.6	29	35.0	Very good ...	Very satisfactory ...	Good ...	1	0
Yeppoon ...	III.	67.3	404	196	49	48	44.0	77.0	43	80.0	Very fair ...	In point of attainments very satisfactory	Good ...	0	0
PROVISIONAL SCHOOLS.															
Alpha ...	III.	58.3	312	216	27	23	21.2	75.0	24	80.7	Good ...	Satisfactory ...	Fair ...	0	0
Andromache ...	III.	52.0	...	...	13	9	11.6	82.9	10	71.4	Fair ...	Moderately satisfac- tory	A little ...	0	0
Bajool ...	III.	53.5	240	...	18	15	11.5	63.9	7	38.9	Fair ...	Fairly satisfactory ...	Fair in some directions	0	3
Blackwater ...	III.	55.3	364	104	22	...	13.4	74.0	10	54.4	Very fair ...	Moderate ...	Some ...	0	0
Boolburra ...	III.	60.9	352	154	31	22	23.3	23.3	22	71.0	Very good ...	Satisfactory ...	Very fair ...	0	0
Dingo ...	IV.	61.8	316	280	31	26	25.2	72.0	19	54.2	Very good ...	Satisfactory ...	Very fair in most direc- tions	0	2
Duaringa ...	IV.	61.3	288	120	39	30	27.1	77.0	23	65.0	Good ...	Very satisfactory ...	Good ...	0	7
Emu Park ...	IV.	63.7	2,426	...	52	36	48.5	58.8	31	31.0	Good ...	Very satisfactory ...	Good ...	0	0
Fiat Top ...	IV.	58.2	170	...	6	6	6.0	100.0	6	100.0	Good ...	Satisfactory ...	Fair ...	0	0
Gogango ...	III.	66.8	360	184	14	14	14.6	91.0	14	91.0	Good ...	Very satisfactory ...	Good ...	0	0
Jericho ...	III.	60.4	384	...	27	24	19.2	60.0	12	37.5	Good ...	Very satisfactory ...	Very fair ...	0	0
Lake's Creek ...	III.	57.0	1,038	420	119	94	84.2	71.3	64	54.2	Very fair ...	In most respects satis- factory	Fair ...	0	0
Marion Mill ...	III.	51.1	476	306	31	20	13.3	30.2	...	...	Very fair ...	Moderately satisfac- tory	Made progress in some im- portant sub- jects	0	0
Melrose ...	III.	62.6	210	126	9	9	4.2	52.5	2	25.0	Very good ...	Satisfactory ...	Very fair ...	0	3
Pine Hill ...	III.	57.0	630	297	20	16	15.0	80.0	14	75.0	Good ...	Fairly satisfactory ...	Tolerable ...	0	2
Rosewood ...	III.	51.0	216	108	24	17	13.1	76.5	1	6.0	Fair ...	Moderately satisfac- tory	Little ...	0	0

I have, &c.,  
J. A. CANNY,  
District Inspector.

The Under Secretary, Department of Public Instruction, Brisbane.

## NORTHERN DISTRICT.

## REPORT OF MR. DISTRICT INSPECTOR GRIPP.

Brisbane, March, 1891.

SIR,—I have the honour to submit to you the following general report for the year 1890:—

## DISTRICT.

**LIMITS.**—The district allotted to me was the Northern District, in which are included all the Queensland schools north of the 21st parallel of south latitude, with the exception of those in and near Bowen.

**APPROPRIATION OF TIME.**—On 24th March I was appointed inspector. The time from that date till the 7th April was taken up with the removal of my family to Townsville. From the 8th April till the end of the school year I was uninterruptedly in the field, except for the week of the midwinter holidays, during which I prepared a set of examination papers. From the time of closing the schools in December till the end of the year I was employed in conducting the general examination of teachers in Townsville and in valuing examination papers. The total number of working days from 8th April till the end of the year was 204½, of which I spent 108½ in inspecting, 37 in reporting, 39½ in travelling, 8 in holding inquiries, 6 in examination of teachers, 5 in setting examination papers, 3 in valuing examination papers, 1 in waiting for steamer to start, and 1½ days lost through illness. In the foregoing allotment of time a considerable number of Sundays and holidays, on which I was forced to travel or work, is not taken into consideration.

**DISTANCE TRAVELLED.**—The total distance travelled during the year was 6,995 miles—3,138 by rail, 2,756 by water, 880 by coach, and 221 on horseback.

**CHILDREN EXAMINED.**—The total number of children examined by me during the year was 5,621. Of these 4,483 were in State, 531 in Provisional, and 607 in Roman Catholic schools.

**INQUIRIES HELD.**—I held six inquiries in connection with the establishment of new schools—one State and five Provisional schools; also one inquiry into complaints made by a parent against a teacher.

**SCHOOLS IN OPERATION.**—The total number of schools in operation during any part of the year was 68—namely, 30 State, 31 Provisional, and 7 Roman Catholic schools.

Of the 30 State schools 27 were inspected. Want of time, attributable mainly to the irregularity of the steamer movements during the maritime strike, prevented me from inspecting those at Burketown and Thursday Island. The Maytown school was temporarily closed when I was in the district.

Of the 31 Provisional schools 24 were inspected. Those at Cloncurry, Richmond, Kingsborough, and Thornborough were omitted because I had not time to visit them. The new schools at Airdale, Kirk River, and Mount Leyshon were not established till after I had left the districts in which they are situated.

Of the 7 Roman Catholic schools 6 were inspected; 2—Cairns and Cooktown—were placed on my list late in the year, after I had left Cairns, consequently the one in the latter place was not inspected, but I paid it a short visit while passing through that town on my return from Normanton.

**FIRST INSPECTIONS.**—The following schools were inspected for the first time:—

- (i.) State—Croydon, Mount Albion, and Irvinebank.
- (ii.) Provisional—Durham, Woodstock, Ayr, and Geraldton.
- (iii.) Roman Catholic—Cooktown.

Mount Albion and Irvinebank had formerly been inspected as Provisional schools, and Ayr and Geraldton as State schools.

The drawing class and some of the technical classes in Townsville were also inspected and reported on.

The schools in operation during the year may be classified as follows:—

State schools for Boys only	...	...	...	...	...	...	...	3
"    "    "    Girls	...	...	...	...	...	...	...	1
"    "    "    Infants	...	...	...	...	...	...	...	1
"    "    "    Girls and Infants	...	...	...	...	...	...	...	2
"    "    "    Boys, Girls, and Infants	...	...	...	...	...	...	...	23
Provisional schools	...	...	...	...	...	...	...	31
Roman Catholic schools	...	...	...	...	...	...	...	7

Total schools of all kinds ... .. 68

**SCHOOL CHANGES.**—The number of new schools established, together with the enlargement of others already existing, gives pleasing proof of the praiseworthy interest which the people of the North take in the education of their children. I cannot call to mind any place in which twelve children can be brought together where there is not a school, or where active steps are not being taken to establish one.

A new State school was opened at Croydon with an average attendance of about 150 children. The Provisional schools at Mount Albion, Irvinebank, and Craiglie were superseded by State schools. Provisional schools were established at Durham, near Georgetown; at Mount Leyshon, near Charters Towers; at Airdale, near Ayr; at the Kirk River, on the Ravenswood Railway; and at Woodstock, near Townsville. The State schools at Ayr and Geraldton were reduced to the rank of Provisional schools, the average attendance having fallen below the minimum (30) required for State schools. The Provisional schools at Rishton and Cape Bowling Green were closed, the former for want of attendance, Rishton Gold Field being abandoned.

A fine roomy school-house was erected for the use of the boys at Charters Towers. Cardwell school, which had been blown down by a cyclone, was entirely rebuilt. A building of a superior kind, divided into a number of class-rooms, is nearly ready for occupation by the girls and infants of the Central school in Townsville.

A new

A new State school at Cumberland, and Provisional schools at Limestone on the Palmer Gold Field, and at Atherton near Herberton, were nearly ready for opening at the end of the year.\*

A new State school is in course of erection at Queenton, Charters Towers; and also one at Halifax and another at Black Jack, to supersede the Provisional schools in those localities.

**PROJECTED SCHOOLS.**—A new State school is proposed to be established at North Hughenden, partly because of the great distance some of the children live from the Hughenden school, but mainly because they are so often cut off from that school by a rise in the Flinders River. At Pentland money is being collected to build a State school to supersede the present Provisional school.

Provisional schools are projected at Torrens Creek on the Northern Railway, at Stewart's Creek near Townsville, and at Cordelia on the Herbert River.

#### MATERIAL ORGANIZATION.

During the year large wings have been added to the following schools:—Cooktown (girls and infants), Herberton, and Mundingburra. In the following schools the floor space is not sufficient to provide 10 square feet for each child in average attendance:—Charters Towers (boys), Charters Towers (girls), Charters Towers (infants), Croydon, Mount Albion, Normanton, Townsville Central (girls and infants), Townsville West, Townsville (Ross Island), and the Provisional school at Black Jack.

The three Charters Towers schools will be relieved by the opening of the Queenton school. Steps have already been taken to enlarge the Croydon school. A new school, giving ample room for the girls and infants of the Townsville Central school, is nearly finished. The Black Jack Provisional school is about to be superseded by a sufficiently large State school. In regard to the remaining overcrowded schools, no time should be lost to provide enough additional room, as the regulation allowance of 10 square feet per child is little enough in a tropical climate.

All means to keep down the temperature in schoolrooms should be adopted. I would like to suggest that one or two boards of the walls just above the level of the floor be hung on hinges or on pivots, so that it may be possible to open or close them as required. All schools in the North, where the roofs are made of iron, should be ceiled. Where nothing better can be got a calico screen might at least be put up.

Provisional schools are in many instances very inferior buildings. The assistance proposed to be granted by the Department in the erection of this class of schools will tend to secure better buildings, and prove a boon to many a struggling community.

The State school at Kamerunga is held in a rented building, the parents to pay the rent. The committee complain that they cannot collect the money.

The State school buildings are all in good condition, only a few minor repairs and improvements here and there being needed. The Cairns, Herberton, and Cardwell schools were painted—the one at Cardwell inside as well as out. The old rooms at Hughenden and Normanton have been ceiled. The buildings at Ingham and Geraldton need painting. The Croydon School is painted brick-red, a departure from the ordinary practice not at all to be admired. Many of the windows in the Herberton School are difficult to open, owing to there being no washers on the centre-pins on which they turn.

RESIDENCES are provided for all male head teachers except the one at Kamerunga, who receives an allowance for rent. They are generally in good order. Those at Herberton and Mundingburra were enlarged, and the one at Port Douglas repaired. Some minor repairs and improvements were asked for at Cairns, Cardwell, Cooktown, Croydon, Townsville North, and Ross Island.

The old boys' school at Charters Towers has been removed to the grounds of the girls' school, and converted into quarters for those female teachers who have no home in the town.

One of the worst residences in the district is at Charters Towers. It is small, leaky, badly ventilated, and in appearance quite out of keeping with the fine new school near which it stands.

In residences in the North plenty of veranda space should be provided.

Provisional schools are not usually provided with residences. Those at Ayr and Geraldton, which were State schools until recently, have comfortable houses for the teachers. At Double Barrel the school is held under the teacher's residence. The schools at Cape Bowling Green, Flaggy, Halifax, Evinlinton, and Ross River have each a room attached for the teacher to sleep in. The question of providing suitable accommodation for Provisional school teachers is sometimes a very difficult one to solve, especially where female teachers are concerned.

**GROUPS AND FENCES.**—The grounds at Townsville North and at Geraldton have been fenced in, and the fences at Cairns repaired. Tenders for fencing at Mount Albion and Croydon have been called for. Nothing has yet been done, so far as I know, to provide fences at Craigie and Irvinebank. All the Provisional schools, except four, are unfenced.

**ARBOR DAY.**—In connection with school grounds, Arbor Day must be mentioned. Very gratifying interest was taken in its celebration in nearly all the Northern schools where the conditions for growing trees were at all favourable. Upwards of 250 trees were set in the grounds of State schools, and also a considerable number about Provisional schools. They are generally well guarded and looked after by the children. The best system of working was adopted at Cairns, where the ground was laid out by a surveyor, and a plan drawn to which to work on this and on future arbor days. A couple of Abyssinian pumps were put down in the playground, from which sufficient water can be drawn to water the trees. Thirty-one trees were planted at this school, and nearly an equal number at Ingham. In almost all the coast towns creditable work in this direction has been done. In the inland towns the natural difficulties are much greater, but even there very commendable efforts were made to carry out the wishes of the Minister. In Hughenden, where the school is built in a "clay pan," four holes were dug in soil which resembled brickwork. These holes were to be filled with good soil carted from a distance. In Mount Albion, a most barren spot, two passion fruit vines had been planted, and were being most tenderly nursed. At Provisional schools the greatest number (12) of trees planted was at Halifax.

Gardens, more or less carefully looked after, were found at Cairns, Cardwell, Cooktown, Herberton, Ingham, and Ravenswood. Rows of flourishing trees planted some years ago were found at Mundingburra, Townsville West, Ingham, and Cooktown.

PLAYSHEDS.

\* Teachers have been appointed to these schools since the beginning of this year (1891).



**PLAYSHEDS.**—Eight State schools are not provided with proper shelters for children to play under. Schools recently erected have generally been placed on supports sufficiently high to leave cool and comfortable shelters under them. During the year a shed has been built at Burketown, and tenders have been accepted to erect one containing gymnastic apparatus at Mount Albion. The sheds at Townsville West have been asphalted. An additional shed is required at Ross Island, and the seats at Cooktown (girls) need renewing.

The provisional schools at Ayr, Brandon, and Halifax have properly constructed sheds. At Black Jack and Durham sheds of boughs have been erected. Such sheds are very useful, and cost little or nothing. I feel sure that parents would gladly give a few hours' labour to erect them.

**WATER SUPPLY.**—Nearly all the State schools have a sufficient supply of tank-water to last during an ordinary dry season. The exceptions are Craiglie, Croydon, and Kamerunga. At Craiglie there is only one tank. When more water is required than this tank furnishes, it is obtained from a dirty-looking hole in a gully upon the edge of which the outhouses stand. At Croydon at least three or four more good sized tanks are required, as the school has to rely on rain-water. At Kamerunga a supply of water can be obtained from the Barron River, which flows not many yards from the school.

Provisional schools are rarely supplied with tanks.

**LAVATORIES AND HAT-ROOMS.**—These were generally found in very fair order in State schools, but in many schools the lavatories are not made use of by the children as regularly and systematically as they should be. The best school in this respect was Port Douglas. A new hat-room is required at Ravenswood.

**OUTHOUSES.**—These were, as a rule, found to be in good order and clean in State schools. Requirements under this head noted are—one for infant boys at Cooktown, one for teacher's residence at Millicester, a new one for boys at Craiglie (where the old one is not safe to use), one for teachers at Ross Island, and a urinal at Croydon. At Georgetown they are too near the school. At Cairns the urinal is discharged on the surface of the ground, causing an offensive smell.

In some Provisional schools the outhouses are very primitive. The objectionable form of having those for boys and girls back to back under one roof is still found in Brandon, Pentland, and Woodstock. At Table Top there were merely four posts with four bags nailed on them, and at Durham it was little better. The doors were out of repair at Eglinton, and at Halifax the roof of one consisted temporarily of bags. Although roughly constructed they were generally clean.

**LARGE SCHOOL BELLS.**—These are found at only three schools in the district. They are very desirable as an aid to secure punctuality, especially in mining and sugar-growing communities, where the time as observed on different mines or plantations varies so much.

**FURNITURE AND APPARATUS.**—The State schools were on the whole found fully supplied with all requisites for teaching. Wherever a want was shown to exist which could be supplied at a reasonable cost (not exceeding £5) the necessary authority was at once given by me to procure what was applied for.

The following were the principal things asked for:—Two desks and forms at Craiglie; a blackboard and easel at Craiglie, Georgetown, and Watsonville; a light blackboard at Charters Towers (infants); four forms at Hughenden; six forms at Ross Island; a clock at Irvinebank and at Millicester; and objects to illustrate "form" and "colour" at Cardwell, Hughenden, and Kamerunga.

At Croydon the furniture was insufficient, but more will be supplied with the new building about to be erected.

Provisional schools are as a rule sufficiently well supplied with furniture and apparatus, but in many cases these are not of the most suitable kind. In the general returns the following requirements were noted:—Objects to illustrate "form" and "colour" at Ayr, Houghton Valley, Macrossan Bridge, Pentland, Sellheim, Woodstock, and Table Top; a clock at Halifax and Seaforth; a chair at Eglinton; a press at Ravenswood Junction; two desks and forms, a manual of needlework (for cutting out), a map of Europe, eight slates, and two second reading books at Woodstock. Durham was not yet fully furnished.

In both State and Provisional schools furniture and other school property were well taken care of.

**SCHOOL LIBRARIES AND MUSEUMS.**—In only one school (Mount Albion) did I notice a beginning made to establish these most desirable aids to education. There half the books in the library were presented by the teacher, the remainder by the pupils.

#### INTERNAL ORGANIZATION.

**STATE SCHOOL TEACHERS.**—The total number of teachers employed in the State schools inspected was 130—viz., 23 male head teachers and 4 female head teachers, 26 male assistants and 36 female assistants, 11 male pupil-teachers and 30 female pupil-teachers. This shows an increase of one teacher over those employed in the schools inspected during the preceding year.

Tables A and B show in detail the rank and classification of the State school teachers.

**Table A.**  
TEACHERS IN STATE SCHOOLS.

Status.	Males.		Females.	
	Head Teachers.	Assistant Teachers.	Head Teachers.	Assistant Teachers.
Class I. ... ..	0	0	0	0
Class II. ... ..	18	4	3	0
Class III. ... ..	4	22	1	34
Unclassified ... ..	1	0	0	2
Total ... ..	23	26	4	36

TABLE



Table B.

## PUPIL TEACHERS IN STATE SCHOOLS.

Status.	Males.	Females.
Fourth Class	1	6
Third Class	4	10
Second Class	1	4
First Class	3	5
On Probation	2	5
Total	11	30

The average attendance during the quarter preceding inspection was 3,994·8 in State schools (See Table D). By dividing this number by 130, the number of teachers employed, it will be found that the average number of pupils per teacher is 30·7, an increase of 2·7 over the average of the preceding year. In the following schools the average per teacher exceeded 35 during the three months preceding inspection:—Mount Albion 61·1, Irvinebank 42·6, Millchester 41, Charters Towers (infants) 40, Ingham 39·7, Normanton 38·8, Herberton 38, Townsville Central (boys) 36, Craiglie 35·5. In Townsville West, Cooktown (girls and infants), Croydon, Cooktown (boys), and Ross Island, the average is very little lower than 35.

At Mount Albion an assistant has since been appointed.

The strongest staffs numerically are at Kamerunga with 19·1 pupils, and at Hughenden with 22·1 pupils per teacher.

The teachers are on the whole an efficient body of men and women, who discharge their responsible duties zealously and conscientiously. A few cases were observed where the head teacher was to some extent deficient in that natural tact which assists so much in securing the sympathy and co-operation of parents, and in rendering a school popular. The harmony with which the staffs of the different schools worked together to further the interests of their respective schools, and the healthy rivalry among members of the same staff were praiseworthy. No serious complaint was made by any head teacher against an assistant.

Eleven teachers presented themselves at the last examination as candidates for admission to Class II., three of whom passed.

The pupil-teachers in the district numbered 41—viz., 11 males and 30 females. Their head teachers generally report them to be doing their best both in their school duties and in their home studies. Boys do not readily enter the service, either because they prefer outdoor life, or because they can get better pay in other occupations.

PROVISIONAL SCHOOL TEACHERS.—Of these 25 were inspected in the course of the year. The average attendance in their schools during the quarter preceding inspection was 459·7, which gives an average of 18·4 pupils per teacher. In the following schools the average is under 12 per teacher:—Cape Bowling Green 5, Marton 8·7, Houghton Valley 10·1, Seaforth 10·8, and Flaggy 11·7.

The following table gives the status of the Provisional school teachers:—

Table C.

## TEACHERS IN PROVISIONAL SCHOOLS.

Sex.	Have passed no stated Examination.	Have passed the Examination for Admission as a Temporary Teacher under the Department.	Have held the Rank of Classified Teacher under the Department.
Males	10	1	3
Females	8	1	1
Total	18	2	4

In addition to the twenty-four teachers enumerated in the foregoing table, there is a female pupil-teacher of the first class employed in the Provisional school at Black Jack.

Most of these teachers are honestly doing their best, but in too many instances their best is not good work. It would do all candidates for this position much good were they to be sent to a State school for a few weeks before taking charge of a school, to give them an opportunity of gaining a fair idea of the way in which trained teachers go about their work. At present they have to acquire such knowledge in the dear school of experience, and at the expense of their pupils. In my opinion, it would pay well in the long run, even were a school to be kept closed for a month to allow of this being done.

Four Provisional schools are in charge of teachers who hold, or have held, the rank of classified teacher of Class III., and two in charge of teachers who have passed the examination for temporary teacher. All the remainder have passed no regular examination, and I am sorry to see so few of them attempting to qualify themselves for classification by passing the necessary examination.

The local contributions of parents towards the pay of these teachers amount in most cases to little or nothing, which compels the teachers to eke out an existence on salaries ranging from £75 per annum for females to £100 for males. The smallness of the pay, together with the inferiority of the accommodation, repels desirable candidates from the service.

PUPILS.

## PUPILS.—

Table D.  
ATTENDANCE OF PUPILS.

	STATE SCHOOLS		PROVISIONAL SCHOOLS		TOTAL		Grand Total
	Boys.	Girls.	Boys.	Girls.	Boys.	Girls.	
On roll at the end of quarter preceding inspection	3,025	2,740	354	317	3,384	3,057	6,441
Average attendance during quarter preceding inspection	2,131	1,855.8	245.8	214.4	2,384.8	2,070.2	4,455.0
Attended four days out of five during quarter preceding inspection	1,457	1,172	167	161	1,624	1,333	2,957
On roll at date of inspection	2,824	2,602	345	320	3,169	2,922	6,091
Examined	2,340	2,134	288	243	2,628	2,377	5,005

As may be gathered from Table D, the number of children enrolled at the end of the quarter preceding inspection was 5,765 in State, and 676 in Provisional schools. The average attendance for the same period was 3,994.8 in State schools, which is equal to 69.3 per cent. of the number enrolled. In Provisional schools the average attendance was 459.7, equal to 68 per cent. of the number enrolled. Compared with the preceding year, the number enrolled in State schools shows an increase of 329, in Provisional schools a decrease of 67. The average attendance in State schools shows an increase of 374.2 pupils, and the ratio which the average attendance bears to the number enrolled has risen 2 per cent. In Provisional schools the average attendance has decreased by 45.6 pupils; but the percentage of attendance to enrolment remains the same. In State schools pupils who attended 4 days out of 5 numbered 2,629, equal to 45.6 per cent. of the number enrolled, which is 2.4 per cent. lower than in 1889. In Provisional schools it numbered 326, equal to 48.5 per cent. of the enrolment, which is 6 per cent. lower than in 1889. It will thus be seen that the average attendance was worse in 1890 than in 1889, and in the former year worse in State than in Provisional schools.

In State schools the number of children on roll at date of inspection was 5,426. Of these 4,483, equal to 82.6 per cent. of the number enrolled, were examined. In Provisional schools the number enrolled was 665, of whom 531, or 79.8 per cent., were examined.

The following State schools showed the greatest percentage of attendance during the quarter preceding inspection:—Irvinebank 88.7, Townsville West 81.4, Cooktown (boys) 80.7, and Mount Albion 80 per cent. of the number enrolled. The worst attended State schools were Kamerunga 47.2, Charters Towers (infants) 59.5, Cardwell 60.6, Millicester 63.6, and Mundingburra 63.7 per cent. of the number enrolled.

The quality of attendance in the different schools varied much. In only a few instances can it be considered satisfactory. In four schools the percentage of regular attendance—i.e., of children who attended at least four days out of every five—was over 70—viz., Irvinebank 83, Mount Albion 79, Port Douglas 73.2, and Cooktown (boys) 70.9. In Ingham only 11.5, in Townsville Central (boys) 19.8, in Cardwell 22.9, and in Kamerunga 23.5 per cent. of the number enrolled attended at this rate.

The Provisional schools in which the quantity of attendance exceeds 80 per cent. are Durham 89.1, Fiaggy 84.6, Seaforth 84.6, Double Barrel 84.1, and Woodstock 83.2. In one school it fell below 50 per cent.—viz., Blackfellow's Creek 40.7 per cent.

The Provisional schools which had the greatest percentage of children attending at the rate of at least 4 days out of every 5 were Double Barrel 94.1, Seaforth 92.3, and Woodstock 92. The most unsatisfactory in this respect were Black Jack 25.9, Rishon 27.3, Halifax 28.6, and Pentland 29.7 per cent.

The number of children between the ages of five and thirteen years residing within two miles of a school whose education was entirely neglected was reported as amounting to 80. In this number are not included those of Charters Towers, Cooktown (girls), and the majority in Townsville. I feel certain that these unreported ones make up a considerable number. 485 children were reported as attending worse than at the rate of 60 days per half-year.

When it is contemplated what an amount of wasted time, energy, and money the irregularity indicated above represents, it brings home to one the urgent need for compulsory attendance. This conclusion is strengthened when inquiries are made as to the cause of such lax attendance. The peltiness and triviality of the excuses offered for not attending are such as to make an earnest teacher lose patience and heart, and to cause him sometimes to doubt whether free education without compulsion be a blessing or not. He finds that that which can be got apparently without cost is lightly esteemed.

**CLASSIFICATION.**—In 5 State schools the highest class was the fifth, in 15 the fourth, in 5 the third, in 1 (Croydon) the upper second, and in 1 (Charters Towers, Infants) the first. In Table E the percentage of enrolment belonging to each class may be seen—viz., Class V. 1 per cent., Class IV. 8.8 per cent., Class III. 16 per cent., Class II. 31 per cent., and Class I. 43.2 per cent. On comparing these percentages with those of the preceding year, it will be found that the proportion in the three highest classes has increased, that the second class is exactly the same, and that the first class has decreased by 1.7 per cent. As the increased proportion of children in the higher classes is accompanied by greater average proficiency in these classes, it points to a satisfactory rise in the standard of education.

In 6 Provisional schools Class IV. was the highest, in 17 Class III., and 1 Class II. In these schools, as well as in the State schools, an increased proportion of the children was found in the higher classes, and the proportion in Class I. had grown less.

The percentages of enrolment in each class do not differ materially from those for the whole colony in 1889; and the average ages of the children in each class in the North do not compare unfavourably with those in the South.

TABLE



Table E.  
CLASSIFICATION OF PUPILS.

C	On Roll at Date of Inspection.		Percentage of Enrolment.	Examined.		Average Age of Pupils on Roll at date of Inspection.	Average Proficiency in all Subjects expressed as a Percentage.	
	Boys.	Girls.		Boys.	Girls.			
STATE SCHOOLS.								
Fifth	...	...	...	...	...	...	...	
Fourth	...	...	...	...	...	...	...	
Third	...	...	...	...	...	...	...	
Second	...	...	...	...	...	...	...	
First	...	...	...	...	...	...	...	
Total	...	...	...	...	...	...	...	
PROVISIONAL SCHOOLS.								
Fourth	...	...	...	...	...	...	...	
Third	...	...	...	...	...	...	...	
Second	...	...	...	...	...	...	...	
First	...	...	...	...	...	...	...	
Total	...	...	...	...	...	...	...	

**PROMOTIONS.**—The number of State school children who were examined this year in a higher standard than they were in at the inspection of 1889 was 3,236, or 72.2 per cent. of the whole number examined, and of Provisional school children 327, or 61.6 per cent. of the whole. These numbers, however, do not represent all the promotions made between the two inspections, as some of the children were advanced more than one step during that time. It will thus be observed that the progress is more rapid in State than in Provisional schools.

The fault of not promoting children as soon as ready, but of keeping them back for the inspection, was strongly suspected in a few instances.

The error of promoting too soon, though found to some extent in State schools, was much more common in Provisional schools. The principal motive which impels teachers to commit this error appears to spring from self-delusion regarding the attainments of their pupils, and from a desire to please the children and their parents.

**DISCIPLINE AND ORDER.**—The discipline in State schools is generally satisfactory, being maintained, as a rule, by gentle firmness. Teachers, like other people, differ much in the extent with which they have been endowed by nature with the gift of commanding and controlling others easily. Some can, and do, manage their schools entirely without resort to corporal punishment, whereas others cannot do so. Taking the schools as a whole, corporal punishment is rarely inflicted; and no case of undue severity came under my notice. There is a very fair number of schools in my district the working of which it is a pleasure to observe; the good, hearty, honest spirit manifested by both teachers and pupils showing clearly that they fully realise the importance and true nature of the work they are engaged in. Cases of dishonesty during inspection were rarely met with. As an aid to discipline the marching in many schools is done to the accompaniment of a merry marching tune, either sung by the children or played on a piano. The distribution and removal of copy books, reading books, &c., were not always done as well or as expeditiously as such work can be done, thus causing confusion and loss of time. School presses, tables, maps, &c., were generally found to be in tidy order. More might be done towards decorating the walls of schools with *suitable* pictures.

As might be expected from the want of training of Provisional school teachers, the discipline and order were not so good in their schools as in State schools. In a few, indeed, it seemed as though the teacher did his work only by the grace of his pupils. It is a pity, for the sake of the children, that more competent teachers cannot be obtained. On their behalf, however, it is but just to state that they do not get that sympathy and aid from parents which they have a right to expect so long as they are doing their best.

**RECORDS.**—In 12 State and 3 Provisional schools the records were found to be neat, complete, and correct. In 5 Provisional schools they were badly kept. The errors and omissions discovered were not, as a rule, of a very serious nature. The following should be noted:—

- (1.) Portfolio.—Documents not indexed, and reports of previous inspections removed by teachers when leaving.
- (2.) Admission Register.—Promotions not posted up.
- (3.) Roll Book and Daily Report Book.—Attendances incorrectly counted and recorded.
- (4.) Work Book.—At two Provisional schools (Laura and Table Top) no record of work done had been kept since present teachers took charge. Sometimes the entries were badly arranged. To facilitate reference to the work of any class, I would suggest that after the pages have been systematically apportioned to the different classes, an index showing the pages on which the work of each class is to be found should be made inside the cover, and that the work of no more than one class or draft should appear on the same page. The entries should be made in sufficient detail to enable a judgment to be arrived at as to whether the work has been properly planned out or not.
- (5.) Time Tables.—Provisional school teachers often find the difficulties of drawing up one to work by almost insuperable. In three schools I found the printed General Time Table, issued by the Department, in use.



**INSTRUCTION.**—Table F gives the average results for each subject of instruction for all the schools inspected. By taking the average of the 15 subjects taught in State schools, the result is 62·6 per cent., which is 1·8 per cent. better than 1889. The average of all the subjects taught in Provisional schools is 52·4 per cent., which is 4·5 per cent. lower than in 1889. For all schools the average for all subjects is 58·5 per cent., which is ·2 per cent. lower than in 1889.

The principal fault which my predecessor pointed out last year has again to be drawn attention to—namely, want of proper preparation on the part of teachers, more especially the younger ones, for the lessons they are to give. It cannot be too strongly impressed upon all that if real success is to attend the giving of any lesson the teacher must think out beforehand not only the nature and extent of the instruction he intends to give, but also the method by which he wishes to work it out. “Notes of Lessons” are necessary in order to give a lesson precision. It was very rarely that I found properly-prepared “Teachers’ Reading Books” in schools, and more rarely still “Notes” of all object lessons that had been given. Geography, grammar, and, in short, every subject of instruction needs this careful looking up by a teacher before the time for giving the lesson comes. In some cases, no doubt, such preparation will necessitate a considerable expenditure of time and thought, whereas in others a few minutes will suffice. But unless the information be fresh only disappointment can result. If head teachers were to insist on “Notes” being submitted to them by their subordinates for approval, and if criticism lessons were generally instituted, an ample return for all the care and labour thus expended would be forthcoming in the more rapid and sounder progress of the pupils.

No doubt what I have just stated—one of the obvious fundamental principles of teaching—is familiar to all teachers who have ever really thought about their work, but I draw attention to it here in the hope of seeing it put in practice.

Table F.

## AVERAGE PROFICIENCY IN SUBJECTS OF INSTRUCTION.

Subject.	Average Proficiency as a Percentage.		
	State Schools.	Provisional Schools.	All Schools.
Reading ... ..	66·3	58·0	62·4
Object Lessons ... ..	63·8	53·9	59·2
Writing ... ..	71·6	63·0	67·5
Arithmetic ... ..	61·7	52·2	57·3
Drill ... ..	69·0	54·2	62·4
Vocal Music ... ..	55·3	43·9	51·1
Geography ... ..	55·4	41·8	49·0
Grammar ... ..	56·3	43·6	50·4
Derivation ... ..	59·9	46·6	54·5
Composition ... ..	64·6	58·4	61·7
History ... ..	55·4	40·0	52·6
Mechanics ... ..	53·1	...	53·1
Domestic Economy ... ..	65·2	52·5	62·4
Needlework ... ..	70·7	65·6	68·7
Home Exercises ... ..	70·7	59·8	65·6

**Reading.**—This subject gave on the whole fairly satisfactory results. The gravest fault is found in the first class, where the children cannot name individual words at sight, even when the lesson in which they occur is supposed to be thoroughly known. When a child is asked to read a word, the usual plan is for the pupil to spell the word aloud, when the memory of the ear recalls the word which by repetitions innumerable has become associated with the letters named. The first classes are generally in the hands of young and inexperienced teachers, who do not recognise the difference between the name of a letter and the sound it represents, and therefore do not possess the necessary qualifications to teach the subject intelligently to young children.

In the higher classes the reading is much more satisfactory, at least so far as fluency is concerned, but more attention should be paid to the expression, not only of the reading, but also of the recitation of poetry. In the Townsville Central schools great care is taken to secure distinct articulation.

The three State schools which obtained the best average for quality of reading are Herberton 79, Townsville North 75, and Port Douglas 73 per cent.; the three best Provisional schools, Flaggy 76, Brandon 72, and Houghton Valley 70 per cent. In oral spelling the three best State schools were Craigie 88, Charters Towers (infants) 85, and Cardwell 82 per cent.; and of Provisional schools, Ross River 82, Halifax 80, and Brandon 76 per cent.

**Object Lessons.**—The results in this subject were fair. In the lowest classes the lessons on form and colour often failed for the want of objects with which to illustrate them. I was sorry to find that many of the teachers who had not been supplied by the Department with a box of materials for the purpose had made no attempt to supply the necessary articles themselves, which they could easily do at little or no expense. The lessons to the third class on manufactured articles were not as successful or interesting as they ought to be, because of the difficulty teachers find in procuring a suitable text-book on the subject. Most of the books now in use are very antiquated.

In the upper classes lessons on *local* industries should always occupy a prominent place in a school—for instance, lessons on sugar, its growth and manufacture, in sugar-growing districts; on gold, and the modes of procuring it, in gold-mining centres, &c.

The



The lessons on temperance given for the first time this year have been attended with a fair amount of success; greater or less, according to the spirit with which they have been approached.

*Writing.*—This subject gained the highest marks. The copy books showed as a rule that the work in them was carefully supervised and directed. The plan of making corrections in red ink, adopted in some schools, enables an inspector to estimate more readily the amount and the character of the instruction given by the teacher.

Every head teacher is at liberty to select the series of copy books to be used in his school, and though a good deal may be said in favour of this system, it has its disadvantages, which become apparent when pupils move about much from school to school. It is worthy of consideration whether it would not be well to adopt a uniform series for all schools in the Colony. I believe it would produce better penmanship.

*Arithmetic.*—The results in this subject were fair in State schools and moderate in Provisional schools. The application of the rules to the solution of practical problems is too much neglected, especially in the lower classes. In my opinion pupils, before leaving the lower second class should be able to solve such questions as the following:—If a boy had 35 marbles and got 12 marbles more, how many marbles would he have? or, if a boy had 35 marbles and lost 12, how many marbles would he have then? Upon questions like these being put, the children were in too many instances hopelessly puzzled whether to add or to subtract, and, if they were solved at all, it would be done mentally. At the same time these very children would be able to add or subtract correctly an imposing array of numbers set on the blackboard. It was evident that in their minds these arithmetical processes were things quite apart from and unconnected with everyday business.

Mental arithmetic was very weak. More time and explanation should be given to this, practically the most useful branch of the art.

Charters Towers (infants), Cardwell, and Mundingburra obtained the highest marks for arithmetic among the State schools; and Ross River, Halifax, and Black Jack among Provisional schools.

*Drill.*—This was generally well taught in State schools, but only moderately well in Provisional schools. The only teachers in the district who had an opportunity of learning the new physical drill were those of Townsville. They entered into it with enthusiasm, and communicated that spirit to their boys. Most of the senior boys of the Townsville Central school are members of a cadet corps, of which the head teacher is the captain.

*Vocal Music.*—This subject is as a rule not well taught, from inability on the part of the teachers to do so. In several schools the tonic sol-fa method is adopted with good results. The tonic sol-faists are all more or less enthusiasts, hence, I believe, much of their success. Stimpson's "Book of Exercises" was rarely used, although prescribed in Schedule V. Good singing by individual children was only occasionally met with. Charters Towers (infants) and the Townsville Central schools obtained the highest marks for singing.

*Geography* is too frequently taught in a dreary, uninteresting way. Careful preparation by the teacher might infuse some life into it. Sketch maps on blackboards, filled in as the lesson progresses, are not often enough used. A knowledge of the geography of our own colony was found lamentably weak. Physical and mathematical geography, in which the reason rather than the memory is employed, produced only moderate results. Map-drawing from memory was fairly well done.

*Grammar* gave results approaching fair in State schools, but only very moderate in Provisional schools. The upper second class, in which children are first introduced to this subject, usually gave the poorest results. Too much time had been spent on teaching mere technical terms and too little on teaching the things those terms signify. Under such circumstances this subject becomes the most distasteful one of all in our curriculum. In the higher classes the subject was generally better handled.

Among State schools the Cooktown (girls and infants) obtained the highest marks, and among Provisional schools Evlinton and Halifax were much in advance of the others.

*Derivation.*—Prefixes were generally well known, affixes rarely so. Roots gave fair results.

*Composition* has on the whole been fairly taught, both in State and Provisional schools. Original composition was the weakest branch.

*History*, which is taught in the fourth and fifth classes only, has barely reached a standard beyond moderate in State schools, and in the four Provisional schools in which it has been attempted it is indifferent.

*Mechanics*, taught only to the highest classes of State schools, yielded results a little above moderate.

*Domestic Economy.*—This is a very wide subject, including cooking, ventilation and cleaning of houses, clothing, nursing the sick, &c. In many schools a fair amount of practical interest was taken in the subject, whereas in others nothing was attempted beyond getting up a text book.

*Needlework.*—Girls, as a rule, take a good deal of interest in this work, and exhibit their samplers with pride. In State schools the average results were "very fair," and in Provisional schools a little below that mark. It is a pity boys are not taught sufficient needlework to enable them to sew on buttons and to repair a rent in a garment. Townsville North, Townsville Central (girls and infants), Norman-ton, and Cooktown exhibited the best work. Among Provisional schools, Seaforth and Evlinton were best.

*Home Exercises* were very fairly done in State, and fairly in Provisional schools. The highest marks were obtained by Townsville (girls and infants), Ross Island, Cooktown (girls and infants), and Mount Albion among State schools, and by Ayr, Brandon, and Woodstock among Provisional schools.

Table G gives a variety of particulars about each school inspected.

TABLE



**Table G.**  
**SCHOOLS IN ALPHABETICAL ORDER.**

Schools.	Highest Class.	Percentage of Results.	Accommodation in square feet.		Attendance.						Discipline.	General Condition.	Progress.	Children between the ages of 5 and 15, within 2 miles, who do not	
			Inside Floors.	Verandah Floors.	On Roll at Date of Inspection.	Examined.	Average for Quarter preceding Inspection.		Attended 4 days out of 5.					Attend any School.	Attend at least 60 days in each half-year.
							Number of Pupils.	Percentage of Enrolment.	Number of Pupils.	Percentage of Enrolment.					
STATE SCHOOLS.															
Cairns	IV.	66.8	1,800	1,120	193	159	140.7	68.6	107	52.2	Very good	Very satisfactory	Good, sound	4	36
Cardwell	III.	67.7	700	525	42	35	29.2	60.8	11	22.9	Good	Very satisfactory	Good	0	0
Charters Towers (Boys)	V.	60.3	3,740	1,920	531	484	438.8	72.2	282	46.4	Very good	Very satisfactory	Good	36	36
Charters Towers (Girls)	V.	61.0	2,440	1,520	426	364	304.7	65.5	156	33.7	Very good	Satisfactory	Good, steady	3	3
Charters Towers (Infants)	I.	75.4	1,760	1,320	628	479	301.7	59.5	223	35.4	Very good	Very satisfactory	Very satisfactory	130	130
Cooktown (Boys)	IV.	61.8	1,000	800	112	101	100.1	80.7	58	70.9	Very good	Very satisfactory	Good, sound	1	2
Cooktown (Girls and Infants)	IV.	67.3	2,562	2,480	210	178	166.5	74.2	140	62.3	Very good	Very satisfactory	Good, sound	2	2
Craigie	III.	66.5	576	324	47	39	32.5	66.4	28	57.1	Very good	Satisfactory	Good	0	0
Croydon	II.	65.2	1,200	1,200	203	150	147.4	72.0	124	60.4	Very good	Very satisfactory	Very satisfactory	0	0
Georgetown	IV.	56.4	540	945	39	35	33.7	70.4	28	58.3	Good	Moderately satisfactory	Pretty fair	4	3
Herberton	V.	67.2	1,634	1,066	175	175	152.0	72.7	122	58.3	Very good	Very satisfactory	Good, sound	6	7
Hughenden	IV.	64.4	1,442	893	155	143	110.8	60.5	80	43.7	Very good	Satisfactory	Very fair	6	12
Ingham	III.	61.9	612	560	56	42	35.3	67.8	6	11.5	Good	Satisfactory	Satisfactory	0	18
Irvinebank	III.	60.6	650	560	45	45	42.6	88.7	40	83.0	Very good	Very satisfactory	Good	0	0
Kamerunga	IV.	55.3	1,500	...	67	56	32.1	47.2	16	23.5	Good	Fairly satisfactory	Fair	0	5
Millicent	IV.	54.5	1,700	900	227	192	149.4	63.6	79	33.6	Very fair	Fairly satisfactory	Very fair	0	0
Mount Albion	IV.	67.1	540	480	74	73	61.0	80.0	60	78.0	Very good	Satisfactory	Very fair	2	1
Normanton	IV.	52.6	1,512	1,264	202	148	163.2	70.0	134	67.5	Very fair	Moderately satisfactory	Fair	23	41
Port Douglas	IV.	67.8	864	1,340	114	101	84.4	75.3	82	73.2	Very good	Very satisfactory	Very good	3	8
Ravenswood	IV.	63.3	2,600	1,020	323	239	225.4	68.0	125	37.3	Very good	Very satisfactory	Very good	0	20
Townsville Central (Boys)	IV.	60.5	2,156	975	162	117	126.9	76.3	33	19.8	Very fair	Satisfactory	Very fair	3	3
Townsville Central (Girls and Infants)	V.	63.0	1,599	1,188	284	226	199.4	70.0	140	52.4	Very good	Satisfactory	Very fair	0	0
Townsville North	IV.	66.2	1,200	960	64	59	49.5	72.0	40	58.0	Very good	Satisfactory	Very fair	0	0
Townsville West	IV.	65.8	3,094	1,921	379	324	350.0	81.4	210	48.8	Very good	Very satisfactory	Good, sound	6	67
Townsville (Mundingburra)	IV.	65.2	2,169	1,200	199	175	158.3	63.7	107	49.3	Very good	Satisfactory	Good, sound	2	23
Townsville (Ross Island)	V.	60.9	2,000	1,300	440	312	263.0	67.7	137	47.5	Very fair	Very fair	Very fair	0	0
Watsonville	III.	66.9	700	560	29	29	26.2	78.5	22	64.7	Very good	Satisfactory	Good	1	2
PROVISIONAL SCHOOLS.															
Ayr	IV.	55.5	494	364	36	31	15.2	66.2	8	34.8	Good	Fairly satisfactory	Fair	0	0
Blackfellow's Creek	III.	56.3	288	192	19	13	13.2	40.7	19	33.3	Good	Moderately satisfactory	Moderate	0	4
Black Jack	IV.	63.0	405	216	76	61	49.5	61.1	21	25.9	Very good	Very satisfactory	Very good	3	8
Brandon	III.	53.7	380	355	25	14	8.5	50.0	10	58.8	Good	Satisfactory	Very fair	0	0
Cape Bowling Green	III.	38.9	144	72	7	7	4.6	76.6	5	83.3	Moderate	Not satisfactory	Little	0	0
Double Barrel	IV.	43.4	346	180	17	16	14.3	54.1	16	94.1	Rather weak	Not entirely satisfactory	Moderate	3	0
Durham	IV.	55.0	384	1200	23	17	19.6	69.1	18	81.8	Good	Fairly promising	Fair	0	0
Erlinton	III.	58.2	290	435	31	28	21.6	69.7	12	38.7	Very good	Satisfactory	Very fair	0	5
Flaggy	III.	48.9	256	400	13	7	11.0	84.6	11	84.6	Good	Fairly satisfactory	Pretty fair	0	0
Geraldton	III.	54.5	700	560	30	25	23.4	78.0	18	68.1	Fair	Not quite satisfactory	Only moderate	4	0
Halifax	III.	62.8	360	420	45	35	28.8	64.0	13	28.8	Very good	Satisfactory	Good	3	5
Houghton Valley	III.	62.7	300	200	14	12	10.1	56.2	6	33.0	Very good	Very satisfactory	Very good	0	5
Laura	III.	51.2	280	436	25	22	21.8	77.8	18	64.0	Good	Fairly satisfactory	Pretty fair	0	0
Macrossan Bridge	III.	54.2	294	147	48	34	29.8	70.0	14	32.0	Good	Fairly satisfactory	Fair	0	0
Marton	III.	40.0	308	396	12	9	8.7	72.5	8	66.6	Moderate	Only moderate	Some	6	3
Nigger Creek	III.	48.9	240	...	27	26	17.2	55.5	13	41.9	Good	Fairly satisfactory	Pretty fair	0	3
Pentland	II.	49.8	360	...	32	28	22.3	60.3	11	29.7	Bad	Not altogether satisfactory	Moderate	0	4
Ravenswood Junction	IV.	49.3	432	117	84	28	24.2	71.2	22	64.7	Fair	Fairly satisfactory	Fair	2	3
Rishton	III.	54.3	288	168	15	9	15.2	69.0	6	27.3	Good	Satisfactory	Very fair	0	0
Ross River	III.	61.2	240	240	21	21	15.7	68.3	10	43.5	Good	Satisfactory	Satisfactory	0	2
Seaforth	IV.	47.7	180	...	13	12	11.0	84.6	12	92.3	Good	Satisfactory	Good	0	0
Sellheim	III.	47.3	800	...	50	42	32.4	69.0	24	51.0	Good	Satisfactory	Satisfactory	0	1
Tabletop	III.	51.5	252	168	25	12	20.8	77.0	19	70.4	Very fair	Not quite satisfactory	A little	7	0
Woodstock	III.	60.5	384	...	27	22	20.8	83.2	23	92.0	Very good	Quite satisfactory	Good	0	2

\* Teacher does not report.

**SCHOLARSHIPS.**—Fifteen candidates for grammar school scholarships presented themselves from the Northern district for examination in December last, three of whom were girls. Of the girls none passed, and of the boys six passed. Four of the successful boys came from the Herberton school, one (the third on the honour list) from Cairns, and one from Charters Towers Boys' School.

In connection with the Charters Towers Boys' State School a special grammar school scholarship of the value of £50 has been established out of money paid by a gold-mining company for permission to sink a shaft inside the boundaries of the school grounds. The conditions upon which this scholarship can be competed for are very similar to those for an ordinary grammar school scholarship.

I have, &c.,  
**W. GRIPP,**  
District Inspector.

The Under Secretary, Department of Public Instruction, Brisbane.

# ANNUAL GENERAL EXAMINATION OF TEACHERS AND OTHERS, 1890.

## GEOGRAPHY.

16th December—9 to 12.

\*.\* Sketch maps must be drawn on as large a scale as the foolscap page will admit.

### For Admission as Pupil-Teacher of the First Class.

(One hour and a-half allowed.)

\*.\* All must answer questions 1, 2, and 6. Only one of the other three questions is to be answered.

1. As a specimen of your penmanship, write in small-hand the following lines:—

*"Then let not what I cannot have  
My cheer of mind destroy;  
Whilst thus I sing, I am a king,  
Although a poor blind boy."*

2. Draw a map of Australia, marking on it only:—

- The boundaries of the colonies;
- The chief mountain ranges;
- The principal rivers;
- The ports and the more important inland towns of Queensland only.

3. Give the boundaries, physical features, industries, and chief towns of the "District of Queensland" in which you reside.

4. Name the principal rivers of America, and set down methodically what you know of one only of the more important of them.

5. (a) Give, in a tabular form, the inland seas of Europe, and name the chief ports of each.

(b) Set down methodically what you know of the Baltic Sea.

6. Locate the following places, and state briefly for what each is noted:—Formosa, Ostend, Baikal, Port Elliot, Socotra, Geelong, Bahia, Manila, Dunedin, Parramatta, Varna, Bourke.

### For Admission as Pupil-Teacher of the Second Class.

(One hour and a-half allowed.)

(Only three geographical questions to be answered.)

\*.\* All must answer questions 1, 2, and 6. Only one of the other three questions is to be answered.

1. As a specimen of copy-setting for a Lower Second Class, write the following lines:—

*"He, who from zone to zone  
Guides through the boundless sky thy certain flight,  
In the long way that I must tread alone  
Will lead my steps aright."*

2. Draw a map of Ireland, and mark on it only the mountains, rivers, lakes, and seaports.

3. Name the British Possessions in Africa, and describe as fully as you can "The Transvaal."

4. Name, in order, the counties of England bordering on the North Sea, and give the chief industry and important towns of each.

5. Describe briefly the mineral resources, industrial pursuits, and internal communication of Scotland.

6. Where are the following places, and what do you know about them?—Newport, Falkirk, Athlone, Moonta, Singapore, Launceston, Peshawur, Port Elizabeth, Fredericton, and Free-town.

### For Admission as Pupil-Teacher of the Third Class.

(One hour and a-half allowed.)

\*.\* All must answer questions 1, 2, and 5. Only one of the other two questions is to be answered.

1. As specimens of copy-setting, write in large-hand the word "Merrybrough"; in small-hand the sentence:—"In a wild state, cockatoos live in flocks, sometimes consisting of many hundreds"; and, in plain print, the word "Biography."

2. Trace the coast line of Europe from the Straits of Gibraltar to the Straits of Constantinople. Indicate the principal headlands, the river mouths, and the seaports.

3. Describe the basin of one only of the following rivers:—

- Elbe.
- Danube.

4. Describe briefly the climate, productions, and industries of—

- Norway and Sweden.
- Italy.

5. Where are the following places, and what do you know about them?—Syra, Mantua, Palos, Revel, Leyden, Brunn, Lissa, Helsingfors, and Kiel.

### For Admission as Pupil-Teacher of the Fourth Class.

(One hour and a-half allowed.)

\*.\* Only three questions are to be answered, and two of them must be 1 and 5.

1. Draw a map of Hindostan, inserting the mountains, rivers, seaports, and chief towns.

2. (a) Explain the following terms:—Meridian Altitude of the Sun, Cohesion, Centre of Gravity, Circle of Illumination, Ecliptic.

(b) When it is 3 hours 27 minutes p.m. at Greenwich, what is the local time at Calcutta, 88° 25' east longitude?

3. Under the headings Climate, Productions, Industries, and Inhabitants, write briefly what you know of—

- Persia.
- Nubia.

4. Contrast, as fully as you can, the principal physical features of Asia and Africa.

5. Where are the following places, and what do you know about them?—Souakin, Quetta, Sokoté, Balkh, Sana, Agra, Mourzuk, Macao, Smyrna, Brusa.

### For Admission as Temporary Teacher.

(Three hours allowed.)

\*.\* Only six questions are to be answered, namely, the first two, the last one, and three others.

1. Draw a map of Australia, showing the chief physical features, political divisions, ports, and more important inland towns.

2. Describe briefly the physical features, natural productions, and commerce of Victoria.

3. Give in order—

(a) The rivers that flow into the Atlantic Ocean or into parts of it.

(b) The countries that border on the Pacific Ocean.

4. Write brief notes showing how you would explain to a class of children the shape of the earth.

5. Name the mountain ranges of Europe, and give a description of the Alps.

6. Set down methodically what you know of one only of the following countries:—

(a) China, (b) Egypt, (c) Canada, or (d) Spain.

7. By what routes could a person travel from Brisbane to London; and what places of interest would come under observation by each route severally?

8. Where are the following places, and what do you know of each?—Chicago, Sandhurst, Cadiz, Surat, Timbuctoo, Bathurst, Venice, Mocha, Sunderland, Galway.

### For Admission as Teacher of the Third Class.

(Three hours allowed.)

\*.\* Only six questions are to be answered, namely, the first three, the last one, and two others.

1. Draw a map of South America, indicating the mountains, rivers, countries, ports, and chief towns.

2. State clearly but briefly what you know of the formation of lakes, their distribution, characteristics, and the functions they perform in the economy of nature.

3. Write notes of a lesson on Tides.

4. Describe the geography of Canada under the following heads:—Physical features, natural productions, internal communication, commerce, and chief towns.

5. (a) Give as exactly as you can the boundaries of Polynesia.

(b) Give the relative situations of the various groups of Polynesian Islands.

(c) Write brief descriptive notes of the Sandwich Islands, Marquesas Islands, and Fiji Islands.

6. Write full notes showing what use you would make of the principle of analogy and contrast in teaching the geography of North and South America.

7. (a) Describe methodically the lake and river systems of North America.

(b) Describe (i.) the basin of the Mississippi, or (ii.) the basin of the Amazon.

8. Under the headings Climate, Productions, Commerce, Inhabitants, describe:—

- New Zealand;
- Sumatra.

9. Locate the following places, and state for what they are severally remarkable:—Callao, Buffalo, Basso-Terre, Acapulco, Cuzco, Salem, Truxillo, Sourabaya, Pittsburg, Memphis, Omaha, Hokitiki, Batuan, Honolulu, Albany.

## For Admission as Teacher of the Second Class.

(Three hours allowed.)

\*.\* Only six questions to be answered.

1. Draw a map of the Pacific Ocean, showing the principal island groups, and indicate by a special mark those belonging to England.
2. How do you account for—(a) The varying length of the daylight, and (b) the varying amount of the rainfall, in different parts of the world?
3. By what forces are changes in the contour and vertical relief of the earth brought about? State in detail the action of one only of the forces you specify.
4. What points of similarity or of contrast would you draw the attention of your senior classes to, in studying the geography of the Old and New World?
5. (a) When and by what means did England acquire the following possessions:—Malta, Cyprus, Aden, Trinidad, Ceylon?  
(b) Write in detail the geography of Manitoba.
6. What are the chief centres of manufacturing industry in the British Islands, and where are the raw materials for those manufactures obtained?
7. Give an account of the rise, progress, and present position of British settlement in South Africa.
8. Explain fully how the position of a ship at sea is determined, in respect to its latitude. Give illustrative examples.

## ARITHMETIC.

16th December—2 to 5.

(One hour and a-half allowed.)

\*.\* Set down the working of the sums so that the process by which each answer is obtained may be seen.

## For Admission as Pupil-Teacher of the First Class.

1. (a) Distinguish between Notation and Numeration.  
(b) Write in words—1010001, MCM, 5050000050, VIDCXC, 1100100010.  
(c) Write in figures—One thousand million and ten, fifteen million fifteen thousand and five, five million and fifty, thirteen thousand million one hundred and ten thousand and one, and one billion fifteen thousand and ten million five thousand five hundred.
2. Give the number of—Grains in a lb. avoird.; square chains in an acre; gallons in a hhd. of wine; square yards in an acre; inches in a span; geographical miles in a degree of latitude; yards in a mile; acres in a square mile; links in a chain; and stones in a cwt.
3. Work any one (but not more) of the following three sums:—  
(a) Divide £39 into four equal numbers of half-crowns, crowns, half-guineas, and guineas respectively.  
(b) The sum of two numbers is 450, and their difference is 140. Find them.  
(c) A fine of £3 had to be raised among a number of boys. One-third paid 9d. each, as many more paid 1s. 3d. each, and the remainder 1s. 9d. each. How many boys were there?
4. Work any one (but not more) of the following three sums:—  
(a) A has £100 4s. 11½d., and B 64393 farthings. If A receive from B 11111 farthings, and B from A £11 11s. 11½d., how much will A have more than B?  
(b) Reduce 3917065 inches to miles, yards, feet, inches. Prove it.  
(c) Reduce 19 ac. 1070 sq. yds. 7 sq. feet 132 sq. inches to square inches. Prove it.
5. [For MALES only.] Work one (not both) of the following two sums:—  
(a) If 14 ponies consume 15½ quarters of corn in 63½ days, for what time will £36 13s. 4d. supply 20 horses with corn, the price being 35s. a quarter, and 7 horses being supposed to consume as much per day as 11 ponies?  
(b) If 38 men of 4 times ordinary expertness can earn £266 in 5 weeks by working 8 hours a day, how many men of 3 times ordinary expertness can earn 535½ guineas in 12 weeks by working 10½ hours a day?
5. [For FEMALES only.] Work one (not both) of the following two sums:—  
(a) If 19 times the difference between £1000 and £494 5s. 3½d. be shared equally among 23 persons, find the amount of each share.  
(b) Make out in proper form a bill for the following articles:—1000 pens at 1s. 8d. per 100; 1 gross of penholders at 9 for 4½d.; 5 dozen and 3 copy-books at 2½d. each; 43 reading books at 2s. 3d. for 3; and 3 score and half-a-dozen slates at 3s. 4d. a dozen.

## For Admission as Pupil-Teacher of the Second Class.

(One hour and a-half allowed.)

\*.\* Work one (not both) of the sums given in the questions numbered 1, 2, and 3, respectively.

1. (a) Define the terms Simple Addition, Simple Subtraction, Simple Multiplication, and Simple Division; and find the dividend in a long division sum where the divisor is 1090, the quotient 1099, and the remainder 99.  
(b) Explain the terms Factor and Prime Factor, Measure and Common Measure. Resolve 54180 into its prime factors, and find the G.C.M. of 1917 and 459.
2. (a) How many minutes must a boy, who runs 6 miles an hour, start before another boy, who runs 7½ miles an hour, in order that they may be together at the end of 10 miles?  
(b) Divide £150 between A, B, and C, so that A may receive £7 as often as B receives £8, and B £4 as often as C receives £5.
3. (a) Express  $\frac{2\frac{1}{2}}{8\frac{1}{2}}$  in two other forms, so that in the first the numerator shall be 12, and in the second the denominator shall be 12.  
(b) Simplify—
$$\frac{6\frac{3}{4} + \frac{1}{2} \text{ of } \frac{3}{4} - \frac{1}{12} \text{ of } 2\frac{1}{2}}{\frac{4}{5} + \frac{1}{12} \text{ of } 9\frac{1}{2} + \frac{1}{2}}$$
4. [For MALES only.] Find how much money must be given in addition to 11 oz. 19 dwts. 16 gra. of gold, valued at £4 3s. 9d. an oz., in payment for 24 silver plates, each weighing 7 oz. 11 dwts. 6 gra., valued at 6s. 8d. an ounce.
5. [For MALES only.] Simplify—
$$\frac{.035}{14\frac{1}{2}} \times \frac{2.67}{5\frac{1}{2}} \div 1.928571\frac{1}{2}, \text{ and give the answer in a decimal.}$$
4. [For FEMALES only.] Make out in proper form a bill for the following goods:—5 qrs. of wheat at 6s. 3d. a bushel, ¼ cwt. of potatoes at 1½d. a lb.; 200 eggs at 1s. 3d. a dozen; and 3 cheeses, each weighing 33 lbs., at 1s. 1d. a lb.
5. [For FEMALES only.] If 35 labourers, of one-half more than average ability, are required to excavate 346½ cubic yards in 8½ hours, of what degree of ability must 15 labourers be to excavate 102 cubic yards in 8½ hours?

## For Admission as Pupil-Teacher of the Third Class.

(One hour and a-half allowed.)

1. If the rupee be worth 1s. 5½d. and a dollar 3s. 10d., find the least number of rupees which will make an exact number of dollars.

\*.\* Work one (not both) of the sums given in the questions numbered 2 and 3 respectively.

2. (a) Find the missing term required to complete the statement of proportion in:—  
(i.) ( ) : 21s. :: 23 lbs. 12 oz. : 15 lbs.  
(ii.) 171 miles : ( ) :: 6 hours : 10 hours.  
(iii.) 58½s. : 63s. :: 6½ lbs. : ( ) lbs.  
(b) Make out in proper form a bill for the following articles:—  
4½ lbs. of Shetland wool at 3½d. an oz.; 550 needles at 2½d. a score; 4½ dozen pairs socks at 1s. 1½d. a pair; and 13½ yards of calico at 5d. a yard.
3. (a) Simplify—
$$6\frac{3}{4} \text{ of } \frac{6 \times 5\frac{1}{2} - 4\frac{7}{8}}{12\frac{3}{4} - 7\frac{5}{8}} \div \frac{1 + \frac{1}{2}}{2\frac{1}{2}}.$$
  
(b) A number divided by  $\frac{2}{3}$  of  $\frac{3}{4}$  of  $1\frac{1}{2}$  gives the quotient 1. Find the square of the number.
4. Explain the terms Ratio, Proportion, Rule of Three; and work the following:—If 14 men, 3 times as expert as boys, do 375 measures of work in 15 days; of what degree of expertness must 8 men be that they may do 350 measures in 21 days?
5. [For MALES only.] Define interest and simple interest; and work one (not both) of the following sums:—  
(a) In what time would the simple interest on £12410 at 3½ per cent. per annum amount to £168 16s.?  
(b) What principal at 8½ per cent. per annum will produce £17 3s. simple interest in 105 days?
5. [For FEMALES only.] Define practice and aliquot part; and work one (not both) of the following sums:—  
(a) Find by practice the value of 3 qr. 17 lb. 9 oz. at £10 per cwt.  
(b) Find by practice the value of £245 15s. 9½d. at 13s. 6½d. per £.



## For Admission as Pupil-Teacher of the Fourth Class.

(One hour and a-half allowed.)

\* \* Work *one* (not both) of the sums given in the questions numbered 1, 2, and 3, respectively.

1. (a) If I get as many apples for 8s. 9d. as I get pears for half-a-guinea, how many apples cost as much as 5 dozen pears?  
(b) If when a goose is half as dear again as a duck, and the price of a fowl is half that of a goose, I can buy 4 geese and 3 ducks for 2 guineas; what shall I pay for 3 geese and 9 fowls?
2. (a) Suppose that 2 horses do the same work as 3 mules, how many horses along with 7 mules will be required to draw 257 cwt. 3qr. 12lb. the same distance that 6 horses and 5 mules can draw 9½ tons?  
(b) Calculate by practice the value of 3 cwt. 3qr. 27lb. 15oz. 12dr. at £7 per cwt.?
3. (a) A piece of work can be executed by A alone in 7½ hours, or by B alone in 8½ hours. If they do it together and their joint remuneration is to be half-a-guinea, what sum ought each to receive?  
(b) Divide £16 0s. 10d. among 4 persons in the proportion of the fractions  $\frac{1}{2}$ ,  $\frac{1}{3}$ ,  $\frac{1}{4}$ , and  $\frac{1}{5}$ ?
4. [For MALES only.] Define *discount* and *present worth*, and find the true discount on a bill for £1006 15s. 6d., drawn August 5 at 5 months, and discounted December 6 at 3½ per cent.
5. [For MALES only.] Give the rule for finding the area of a triangle with three unequal sides, the length of each side being given; and find the area in acres, roods, and perches of a triangle whose sides measure 173, 272, and 275 yards, respectively.

4. [For FEMALES only.] How would you explain to children the mistake in the following:—

$$\frac{3}{4} + \frac{1}{2} \text{ of } \frac{8}{12} - \frac{3}{4} = \frac{8+3}{12} \times \frac{20-9}{24} = \frac{11}{12} \times \frac{11}{24}?$$

Work it correctly.

5. [For FEMALES only.] Give the rule for converting a circulating decimal to its equivalent vulgar fraction; and find in its lowest terms the vulgar fraction that is equal to 11.287.

## For Admission as Temporary Teacher.

(Three hours allowed.)

1. Give the name of the answer to a sum in each of the four simple rules of Arithmetic; and explain, as to a class of children, the difference between 1001005 and 96053.
  2. Explain the meaning of Reduction; and subtract 30 guineas 9 half-crowns and 7½d. from 190 crowns 11 florins and 10d. Give the answer in £ s. d.
  3. Make out in proper form a bill for the following goods:—110 pencils at 2½d. for 20; 3½ dozen penholders at 8s. per gross; 19 quires of paper at 11½d. per quire; and 4½ gallons of ink at 2½d. per half-pint.
  4. Find by practice the value of 969 articles at £1 11s. 6½d. each.
- \* \* Work *either* (not both) of the sums in the questions numbered 5, 6, 7, and 8, respectively.
5. (a) Multiply £79 12s. 7½d. by 173, and prove it.  
(b) Multiply 9 days 11 hours 43 minutes 33 seconds by 73, and prove it.
  6. (a) How often can £1 9s. 11d. be paid out of £1359 13s. 2d., and what is the value of the remainder?  
(b) A man's income is £219 a year, and he spends 8s. 6d. a day; in what time could he save thirty guineas?
  7. (a) How much water must be added to 51 gallons of whisky, worth 19s. 6d. a gallon, to reduce the value to 18s. a gallon?  
(b) Divide 30s. between William and Mary, giving William thrice as much as Mary.
  8. (a) If silver is worth 4s. 10½d. an oz., and gold £3 17s. 9d. an oz.; what is the value of a bar of gold equal in weight to one of silver worth £3 5s.?  
(b) If a sixpenny loaf weighs 5½lb. when wheat is 4s. 4½d. per bushel, what should be the price of a 3½lb. loaf when wheat is 4s. 9½d. a bushel?

## For Admission as Teacher of the Third Class.

(Three hours allowed.)

Where any question is divided into two parts, (a) and (b), work *either* (not both) of them.

1. (a) Define the terms *present worth*, *discount*, *true discount*, *mercantile discount*, and *days of grace*; and find the true discount on a bill for £368 8s. drawn September 9 at 3 months, and discounted October 5 at 5 per cent.  
(b) Define *principal*, *interest*, *rate per cent.*, *simple interest*, and *compound interest*; and find what sum of money will amount to £413 8s. 9d. in 2 years at 5 per cent. per annum compound interest.

## 2. (a) Simplify—

$$\frac{28 \text{ of } 2\frac{2}{27}}{1\frac{1}{136}} + \frac{4\frac{4}{5} - 2\frac{8}{13}}{1\frac{6}{5} + 2\frac{6}{29}} \text{ of } \frac{6\frac{8}{10} \text{ of } 3}{2\frac{25}{25}}$$

(b) Divide—

$$\frac{3}{2 + \frac{2}{3 + \frac{2}{3 + \frac{2}{3}}}} \text{ by } .000039.$$

3. (a)  $\frac{1}{5}$  of an iceberg is under water. If 22000 *additional* cubic feet are immersed, then  $\frac{1}{10}$  of the iceberg is under water. Find the number of cubic yards in the iceberg.  
(b) A and B can build a boat in 18 days, and with the assistance of C they can build it in 11 days; in what time can C build it by himself?
4. (a) There are three revolving lights, one of which flashes every 2 min. 12 sec.; another every 3 min. 24 sec.; and the third every 3 min. 7 sec. They are all seen to flash at midnight. (i.) When will they next all flash together, and (ii.) how often will each have revolved in the interval?  
(b) How many lbs. of tea at 2s. 8d. a lb. must be mixed with 8 lbs. of tea at 1s. 6d. a lb. that a gain of 25 per cent. may be made when the mixture is sold at 2s. 6d. a lb.?
5. At what price must I invest in the 4 per cents. so that after paying 6d. in the £ income-tax, I may receive 4½ per cent. on my money?
6. A sold a horse to B, gaining 7½ per cent. on what it cost him. B sold it to C for £70 19s., gaining 10 per cent. on what it cost him. What did A pay for the horse?
7. [For MALES only.] Give rules for finding the area of (i.) a right-angled triangle, (ii.) an equilateral triangle, (iii.) a triangle with three unequal sides; and find the area of a field, ABCD, whose sides taken in order are 28, 45, 60, and 57 yards respectively, the angle ABC being a right angle. Give the area in square yards, correct to two places of decimals.
8. [For MALES only.] Two square fields jointly contained 6 acres, and the side of one is three-fourths as long as the other. How many acres in each?

7. [For FEMALES only.] In an Arithmetic book an example was printed thus: "Add together  $\frac{1}{143}$ ,  $\frac{1}{194}$ ,  $\frac{1}{133}$ ," the denominator of one fraction being accidentally omitted. The answer given was  $\frac{1}{11}$ . Required the missing denominator.

8. [For FEMALES only.] A ship is provisioned for a crew of 200 men for 5 weeks at the rate of 15 oz. a day per man. If the crew be increased by 100 men, and the destination of the ship changed so that the voyage will last 4 weeks only, find the daily allowance per man.

## For Admission as Teacher of the Second Class.

(Three hours allowed.)

1. Write out notes of a lesson on any *one* of the following subjects, taking care to explain the reason of each process:—  
(a) Reduction of fractions to a common denominator.  
(b) Division of decimals.  
(c) Compound interest.

\* \* Work *either* (not both) of the sums in the questions numbered 2 and 3 respectively.

2. (a) Out of a cask two-thirds full 8 gallons are drawn, and it is then found to be 2 gallons less than half full; how many gallons does the cask hold?  
(b) Divide 240 into two parts, such that  $\frac{1}{4}$  of one added to  $\frac{1}{5}$  of the other shall equal 36.
3. (a) A person borrows £168 in two separate sums, at the respective rates of 3½ and 5 per cent. per annum; and he repays the two loans at the end of 10 months, with interest amounting to £22 10s. Required the amount of each loan.  
(b) I gave 8s. for a basket of oranges and lemons, buying the former at the rate of 2 for 3d., and the latter at 5 for 4d. I then sold all at the uniform rate of 5 for 6d., and gained 6½ per cent. How many had I of each kind?
4. A merchant gains 20 per cent. on one-fourth of his capital, 40 per cent. on one-third, and loses 24 per cent. on the remainder; what is the gain or loss on the whole capital?
5. When the 2½ per cents. are at 92½, and the 2½ per cents. are at 97½, a person has a sum of money to invest which will produce £100 more of the former stock than of the latter. Find the difference in the income he can obtain, according as he purchases in the one or the other of the stocks.
6. [For MALES only.] Give the rule for finding the solidity of a sphere and of a cylinder. Show that the solid content of a sphere is two-thirds of that of a cylinder the height and diameter of which are the same as the diameter of the sphere. Illustrate by taking 2.07 as the diameter of the sphere, and as the diameter and height of the cylinder.



7. [For MALES only.] (a) Distinguish between the three systems of pulleys, and find the relation of P to W in each.  
 (b) In each system let there be four pulleys, and let P be 1 cwt. Find W in each case.
8. [For MALES only.] What is meant by the terms *unit of work* and *horse-power*? An engine raises 4000 cubic feet of water per hour from a mine 400 feet deep. Find the horse-power of the engine when a cubic foot of water weighs  $62\frac{1}{2}$  lbs.
6. [For FEMALES only.] Explain the term *average*. Illustrate your definition by finding the average of 7·125 of 8 guineas, 8·37 of 8s. 3d., and £36 13s. 11d.
7. [For FEMALES only.] The difference between the simple and compound interest on a certain sum of money for 3 years at 5 per cent. per annum is £13 6s. 10½d. Find the sum.
8. [For FEMALES only.] Find the aggregate weight of 4 bales, weighing respectively 482 tons, 2·95 qrs., 64·7 lbs., and 231 cwt.

## ENGLISH GRAMMAR AND COMPOSITION.

17th December—9 to 12.

### For Admission as Pupil-Teacher of the First Class.

(One hour and a-half allowed.)

- Analyse the following passages:—
  - Still* in thy right hand *carry* gentle peace  
To silence envious tongues.
  - Well* had the boding tremblers *learned* to trace  
The day's disasters *in* his morning face.
  - Whole *hours* together he would *stand*  
Upon the terrace, in a dream,  
*Resting* his head upon his hand.
- Parse the italicized words in the above passages. (*The rules of syntax need not be quoted.*)
- Correct or justify the following, giving reasons for your decision in each case:—
  - Who can this be from?
  - No civil broils have since his death arose.
  - I'll learn you how to do it.
- Show clearly in what respects the following definitions are faulty:—
  - A pronoun is in the first person when it is the person speaking.
  - An adjective is a word that describes a noun.
- State fully the rules for forming the comparative and superlative degrees of dissyllabic adjectives.
- Distinguish clearly between—
  - The use of *later* and *latter*.
  - The meaning of *geniuses* and *genii*.

### For Admission as Pupil-Teacher of the Second Class.

(One hour and a-half allowed.)

- Analyse the following passages:—
  - Some have at *first* for wits, then *poets* pass'd,  
*Turn'd* critics next, and proved plain fools at last.
  - Many times* it has been my luck to render him such service; *still, knowing* your wishes, I have not reminded him of the fact, nor do I *intend* doing so.
- Parse the italicized words in the above passages. (*The rules of syntax need not be quoted.*)
- Name, and illustrate by examples, the different functions which the infinitive form of the verb may perform in a sentence.
- State clearly what you understand by each of the following terms:—Notional Verb, Copulative Verb, Passive Voice, Future Perfect Tense.
- Correct or justify the following, giving reasons for your decision in each case:—
  - No one was to blame but me.
  - He is as kind or kinder than his brother.
  - He wore a large and a very shabby hat.
- (i.) Show, by means of its use in words, the different significations of the prefix *a*.  
 (ii.) Name the Saxon affixes denoting *diminution*, and give an example of the use of each.

### For Admission as Pupil-Teacher of the Third Class.

(One hour and a-half allowed.)

- Analyse the following passages:—
  - Be *good*, sweet maid, and *let* *who* will be clever.
  - I measure men's dulness by the devices they trust *in* for *deceiving* others. Your dullest animal of all is he who grins and says he doesn't *mind* just after he has had his shins kicked.
- Parse the italicized words in the preceding passages. (*The rules of syntax need not be quoted.*)
- Name, and give examples of, the different kinds of subordinate clauses which may be introduced by the word *That*.

- Correct or justify the following, giving reasons for your decision in each case:—
  - Whom do men say that he is?
  - This is the greatest misfortune that ever has or could happen to me.
  - They seem to be nearly dressed alike.

- "Many plurals have a secondary signification which does not belong to the singular." Show by means of three examples the truth of this statement.

- Give in tabular form the root, the meaning of the root, and the meaning of each of the following words:—Redeem, cadence, fallible, auction, votary, hereditary, hospitable.

### For Admission as Pupil-Teacher of the Fourth Class.

(One hour and a-half allowed.)

- Analyse the second of the following passages:—
  - I have been working* the sums.
  - 'Tis a just doom, that they who make  
Pleasure their only *end*,  
Ordering their whole life for its sake,  
Miss that *whereto* they tend;  
While they who bid stern duty lead,  
Content to follow, they  
Of duty *only* taking heed,  
Find pleasure by the way.
- Parse the italicized words in the preceding passages. (*The rules of syntax need not be quoted.*)
- Write out in your own words, and in such a way as to shew that you clearly understand its meaning, the second of the above passages.
- Give in tabular form the root, and the meaning of the root, of each of the following words:—Glossary, zoophyte, technical, horizon, type, laity, planet.
- State and give examples of the different uses of the Present Indefinite Tense.
- Make sentences containing the following words used as adverbs:—Like, where, no, needs, the.

### For Admission as Temporary Teacher.

(Three hours allowed.)

- Analyse the following passages:—
  - Tell* my mother that her other sons *shall* comfort her old age,  
For I was aye a truant bird *that* thought his home a cage.
  - There, in his noisy mansion, *skilled* to rule,  
The village master taught his little school.
- Parse the italicized words in the preceding passages, giving the necessary rules of syntax in full.
- Correct or justify the following, giving reasons for your decision in each case:—
  - There are a large number of children at school.
  - She sings better than me.
  - Are either of these pens yours
  - Nobody in their senses would say so.
  - Nor want nor cold his course delay.
- Show clearly in what respects the following statements are inaccurate:—
  - The third personal pronoun is the one that is spoken of.
  - A noun is in the possessive case when it owns something.
  - Things without life are in the neuter gender.
- Suppose one of your pupils, John Smith, to be in the habit of neglecting the preparation of his home tasks. Write a letter to his father informing him of his son's fault, and asking his assistance in enabling you to overcome it.
- Explain as to a Third Class the subject-matter of the following verse from the "Song of Steam" (Third Reading Book, page 77):—  
 When I measured the panting courser's speed,  
The flight of the carrier dove,  
As they bore the law a king decreed,  
Or the lines of impatient love;  
I could not but think how the world would feel  
As these were outstripp'd afar,  
When I should be bound to the rushing keel,  
Or chain'd to the flying car.
- Name and classify the auxiliary verbs.
- The words *like* and *but* may each be used as several parts of speech. Exemplify this statement as fully as you can.
- Give the plural of—Leaf, dwarf, vertex, axis, phenomenon, soliloquy, chimney, motto, bravo, knight-templar.
- Show clearly the meaning of—Accidence, Orthography, Syllable, Syntax, Tense.



## For Admission as Teacher of the Third Class.

(Three hours allowed.)

1. Analyse the following passage :—  
Dare to be true. Nothing *can* need a lie :  
A fault, which needs it most, grows two thereby.  
Be thrifty, but not *covetous* : therefore give  
Thy *need*, thine honour, and thy friend his *due*.  
Never was *scraper* brave man. Get to live ;  
Then live and use it ; else, it is not *true*  
That thou hast gotten. Surely use *alone*  
Makes money not a contemptible *stone*.
2. Parse the italicized words in the preceding passage. (*The rules of syntax need not be quoted.*)
3. Discuss any difficulties you see in the grammar of the following sentences :—  
Methinks I hear him.  
It is worth sixpence.  
Where is that book of yours ?
4. By means of suitable examples and explanation distinguish between the *conjunctive* and the *restrictive* use of the Relative Pronoun.
5. Show, in tabular form, the root (with its meaning) of each of the following words :—Plaintiff, deprecate, prosper, sceptical, tradition, epithet, contrite, parody, glossary, ecstasy.
6. Make sentences to illustrate the proper use of the italicized words in the preceding question.
7. Correct or justify the following, giving reasons for your decision in each case :—  
(i.) I should thank you if you would help me.  
(ii.) They may have and in fact did behave badly.  
(iii.) The crowd were on the whole well behaved, but a few persons in it were disorderly.  
(iv.) The fact of you having said so is enough.  
(v.) The colonists shot down the natives for killing the sheep as if they were birds.  
(vi.) Living alone in a strange city, his friends knew nothing of his doings.
8. Paraphrase the passage in question 1.
9. Write out the following passage, inserting the necessary stops and capitals :—  
Thank you said the shoemaker but our harpsichord is so wretched and we have no music no music echoed my friend how then does he paused and coloured up for the girl looked full at him and he saw that she was blind I I entreat your pardon he stammered but I had not perceived before then you play by ear.  
[NOTE.—Beethoven hears one of his sonatas being played in a house he is passing. He and a friend who was with him enter the house uninvited. They see a shoemaker and his daughter, the latter leaning on a harpsichord. The friend is telling the conversation that took place in the house, after Beethoven has stated to the inmates that he is a musician, and has offered to play for them.]
10. Indicate the rhythm, and name the metre of each of the following verses :—  
“They are not to be told by the dozen or score,  
By thousands they come, and by myriads and more.”  
“Not a sound rose from the city at that early morning hour.”  
“Handful of men as we were, we were English in heart and in limb.”

## For Admission as Teacher of the Second Class.

(Three hours allowed.)

1. Divide the following passage into clauses or sentences, and state the nature and relation of each. (*Detailed analysis is not required*) :—  
Though wicked kings and tyrants counterfeit her sword, as some *did* that buckler *fabled* to fall from heaven into the Capitol, yet she communicates her power to none *but* such as, like herself, are just, or at least will do justice. For it were extreme partiality and injustice, the flat denial and *overthrow* of herself, to put her own authentic sword into the hand of an unjust or wicked man, or so far to accept and exalt one mortal person above his equals, that he alone shall have the punishing of all other men transgressing, and not receive like punishment from men when he himself *shall be found* the highest transgressor.
2. Parse the italicized words in the preceding passage. (*The rules of syntax need not be quoted.*)
3. Point out and discuss any special difficulties in the grammar of the following sentences :—  
I had rather die than yield.  
Hand me that book, if you please.  
He walked nearly round the paddock.  
I have a friend than whom there is no better.

4. Discuss the merits and demerits of paraphrasing as a grammatical exercise.

5. Name the Figures of Speech of which the following are respectively examples :—

- (i.) All flesh is grass.
- (ii.) He kept an open table.
- (iii.) An elm is a forest waving on a single tree.
- (iv.) He is a perfect Croesus.
- (v.) Then with such words she 'gan her cause to plead.
- (vi.) Seventy winters have passed over him.

6. (a) Show briefly, by means of suitable illustrations, the truth of the following statement :—“The Iambic Measure is equally adapted to light and to grave subjects.”

(b) Give the name, and indicate briefly the nature, of any noted Allegory in English, *fables and parables excluded*.

7. Describe the following :—Heroic Measure, Ballad Stanza, Elegiac Stanza, Gay's Stanza, Spenserian Stanza, Rhyme Royal.

8. Explain clearly in what respects the italicised words are faulty in the following constructions, and substitute more suitable words in their places :—

- (i.) Our *mutual* friend has just arrived.
- (ii.) They sent him a *verbal* message.
- (iii.) Found, a purse ; the owner can have it *by* applying, &c.
- (iv.) His proposal is likely to stir up ill-will *between* the many classes interested.
- (v.) The title of sage bestowed upon him by his scholars was *due* more to their ignorance than to his knowledge.
- (vi.) He *informed* me of what I already knew.

9. Write out the following passage, inserting the necessary stops and capitals :—

Yes yes said Oliver and we'll we'll take him away from here and have him clothed and taught and send him to some quiet country place shall we Rose nodded yes for the boy was smiling through such happy tears that she could not speak you will be kind and good to him for you are to every one said Oliver it will make you cry I know to hear what he can tell but never mind never mind it will be all over and you will smile again I know that too to think how changed he is you did the same with me he said God bless you to me when I ran away cried the boy with a burst of affectionate emotion and I will say God bless you now and show him how I love him for it.

[NOTE.—Oliver Twist is telling Rose Fleming his plans in regard to his old friend Dick.]

## MUSIC.

17th December—2 to 3.30.

## For Admission as Pupil-Teacher of the First Class.

1. How are musical sounds represented to the eye ? Explain how we distinguish between the sound of a note and its length.
2. (a) Show by diagrams the positions of the treble, alto, tenor, and bass clefs, and state why each is necessary.  
(b) Write out the scale of C major as sung by each of the voices mentioned above.
3. (a) Give the shapes of the following notes, and under each write its name :—Crotchet, semibreve, hemidemi-semiquaver, quaver, minim, demisemiquaver, breve, semiquaver.  
(b) Place the following rests on the treble staff in the order named :—Quaver rest, minim rest, crotchet rest, breve rest, demisemiquaver rest, semibreve rest, semiquaver rest.
4. What note is adopted as the standard of time value ? State which note is the longest in duration and which the shortest, and show how many of the latter are equal to one of the former.
5. If a crotchet in C or  $\frac{3}{4}$  time equals one second, how long will it require to sing three minims, five crotchets, seven quavers, a semibreve, a dotted minim, and a dotted crotchet ?
6. Transcribe the music lithographed for you.  
Under each note write its sol-fa name.  
Above each note write its letter name.



## For Admission as Pupil-Teacher of the Second Class.

1. Explain what is the difference between a *scale* and a *key*, and also between a *major diatonic scale* and a *minor diatonic scale*. Why are the terms printed in italics so called?
2. Describe, as to a class, how a major scale containing sharps is constructed by taking the upper tetrachord of the previous scale ascending (in natural order); and how a major scale containing flats is constructed by taking the lower tetrachord descending.
3. What is meant by the relative minor?
4. Define—*Tonic*, *dominant*, *subdominant*, *mediant*, *triad*, and *tetrachord*.
5. (a) Give diagrams to show how you would beat triple time and  $\frac{3}{4}$  time.  
(b) What is a *time signature*, and what is its use? Give examples, and explain the uses of the upper and lower figures respectively.
6. (a) Transcribe the piece of music marked A; determine the key, and put in the bars, the last bar being complete.  
(b) Transpose the piece marked B into the key of A.

## For Admission as Pupil-Teacher of the Third Class.

1. Describe Alla Breve Time, and give an example with the proper time signature.
2. What kinds of time are indicated by  $\frac{3}{8}$ ,  $\frac{12}{8}$ ,  $\frac{9}{8}$ , and C? Give the value of each beat and the number of beats in a bar of each respectively.
3. Name the relative minors to the major keys in flats, and give their key signatures.
4. State the method of determining the key of a piece of music.
5. Name the most usual modulations, and show how they are produced in keys containing flats.
6. Transcribe the lithographed music, and over each modulation indicate what key it has modulated into.

## For Admission as Pupil-Teacher of the Fourth Class.

1. Distinguish between a diatonic semitone and a chromatic semitone, and give an example of each.
2. Name and give examples of all the consonant intervals.
3. Write on a staff, without key-signature, the triads of each of the following major keys, placing sharps or flats where required:—A major, D flat major, B major, G flat major.
4. Explain and give examples of the following:—Syncopation, staccato, triplet, appoggiatura, sforzando, slur, and pause.
5. Write out the chromatic scale of C, ascending and descending. Under each note place its sol-fa name.
6. (a) Transcribe the lithographed music.  
(b) Under each note write its sol-fa name.  
(c) Add the time-signature:  
(d) Say what key it is in.

## For Admission as Teacher of the Third Class.

1. Name the dissonant intervals, and give an example of each.
2. Give the common chords of the following minor keys, viz.:—E minor, F minor, G minor, A minor, and B minor.
3. "In the triads of a tonic, dominant and subdominant, are comprised all the notes of the scale to which they belong." Explain and illustrate this.
4. Explain the following terms:—*Sostenuto*, *Adagio*, *Largo*, *Andante*, *Allegro*, *Moderato*, *Presto*.
5. Write notes of a lesson on the minor scale.
6. (a) Transcribe the lithographed music.  
(b) Show where the modulations occur, and into what keys the piece modulates.  
(c) Put in the time signature.

## For Admission as Teacher of the Second Class.

1. (a) Transcribe the piece of lithographed music.  
(b) Place under each note its letter name.  
(c) Place under each note its sol-fa name according to the *mutable method*, and  
(d) Its sol-fa name according to the *immutable method*.
2. Enumerate the advantages and disadvantages of each of the methods named in question 1.

3. Explain the terms:—*Largissimo*, *Larghetto*, *Andantino*, *Allegro con brio*, *Vivace*, *Piu Stretto*, *Precipitando*, *Calando*.

4. Name the twelve essentially different scales. Explain and illustrate what is meant by the "Circle of Fifths."

5. Draw up instructions for a pupil-teacher on the proper method of teaching sol-fa to a Lower Second Class.

6. Write upon the treble staff the scales of the keys related in the first degree to A major, using the signature of the latter key only.

## DRILL.

18th December—3.30 to 4.30.

## For Admission as Pupil-Teacher of the Second Class.

1. (a) After children have fallen in for drill, what should always be the first orders given?  
(b) At the end of the drill lesson, how should they be dismissed (i.) if in two ranks, (ii.) if in one rank?
2. A squad in two ranks, close order, is to be put through the Extension Motions, Second Practice: what preliminary arrangement of the children must be made? Give the necessary orders, and state how they ought to be executed.
3. (a) Describe motions *seven* and *eight* of Extension Motions, First Practice.  
(b) Which of the Extension Motions is it most advisable to repeat several times in (i.) First Practice, (ii.) Second Practice, (iii.) Third Practice?
4. What classes should a candidate for admission as Pupil-Teacher of the Second Class be able to drill? Enumerate the movements taught to those classes.
5. A class which has just finished a transcription lesson in the desks is to be moved to the floor. Give a full account of all orders and movements required.

## For Admission as Pupil-Teacher of the Third Class.

1. Name the different kinds of steps used in marching. Give the length and cadence of each.
2. "Changing feet."—(i.) When is it necessary? (ii.) How is it done? (iii.) What is the best way to practise it?
3. What are the chief points to attend to in marking time and marching?
4. Which class in school learns the drill specially prescribed for a candidate for admission as a Pupil-Teacher of the Third Class? Name the movements.
5. Give a detailed account of how to turn to the right on the march.
6. A class of 18 boys is on the floor, from which it is to be moved into three desks to write in copy-books. State fully how you would move the children, and distribute the copy-books and pens.

## For Admission as Pupil-Teacher of the Fourth Class.

1. What is meant by "parade," "cadence," "a section of fours," "right files," "moving files"?
2. What class in school learns the drill specially prescribed for a candidate for admission as a Pupil-Teacher of the Fourth Class? Name the movements.
3. A squad of 18 children is to form fours deep at the halt. Give in full the orders and movements necessary.
4. A squad moving to the right flank in fours is required to form two deep, and afterwards to resume the four deep formation. Describe how it should be done.
5. What caution is necessary to be observed in using the order "Front" when fours are formed?
6. Describe how the children of the school you are connected with fall in for parade and march into school.

## For Admission as Teacher of the Third Class.

1. What is meant by "pivot flank," "change front," "change direction," "forming," "counter-march"?
2. Give "a selection of the simplest and most useful parts of the drill, all of which can be taught in a small playground or in the school-room."
3. Name and briefly describe four ways of changing front at the halt.
4. A squad, marching in file to the right flank, is ordered to "Form squad to the right." Describe how it is done.
5. A squad, marching to the right flank in fours, is to continue marching in the same direction in line, two deep. Give the necessary orders and instructions.



## For Admission as Teacher of the Second Class.

1. What is meant by "Battalion in open column," "Battalion in line," "Battalion in open column right in front," "Company," "Captain"?
2. What do you consider the proper length of a drill lesson, and what is the best time to give it during school hours?
3. Describe in detail how a battalion, in open column (at the halt) right in front, is wheeled into line, and afterwards restored to its original column formation.
4. What parts of the Drill Book should be taught to each class in our schools; and what grade of pupil-teacher must study each part respectively?
5. What means would you adopt to carry out the recommendation, "Try to make drill as pleasant as possible"?

## HISTORY.

18th December—9 to 12.

## For Admission as Pupil-Teacher of the Second Class.

(One hour and a-half allowed.)

\*\* Only three questions are to be answered.

1. What discoveries on the Australian coast were made by Captain Cook in 1770, and by Flinders in 1802-3?
2. Write a short account of the expedition of Burke and Wills, and of any one of those sent out in search of these explorers.
3. Sketch the history of the Colony of Victoria under the following heads:—Discovery, Exploration, Settlement, Gold, Separation, Constitution, Governors, Progress.
4. What were the circumstances connected with the first production of wool in Australia? Give statistics showing the extent of the industry in the different colonies.
5. Describe Leichhardt's Expedition in 1844; and show on a sketch map the discoveries made by him.

## For Admission as Pupil-Teacher of the Third Class.

(One hour and a-half allowed.)

\*\* Only three questions are to be answered.

1. State what is known regarding the houses, dress, and employments of the Britons at the time of the First Roman Invasion.
2. Give a short account of (a) Boadicea; and (b) of the Roman roads in Britain.
2. Compare the effect on the aboriginal Britons of (a) the Roman, and (b) the Saxon Conquest.
4. Describe in detail the efforts made by Alfred to repel the Danish Invasions that occurred in his reign.
5. Give a sketch of the reign of Edward the Confessor.

## For Admission as Pupil-Teacher of the Fourth Class.

(One hour and a-half allowed.)

\*\* Only three questions are to be answered.

1. Give an account of the means taken by the Normans subsequent to the Battle of Hastings to complete the conquest of England.
2. State the chief provisions of the Constitutions of Clarendon, and describe the circumstances which led to their enactment.
3. Describe the stages in the growth of the practice of Trial by Jury.
4. Give an account of the Barons' War in the reign of Henry III., and its effects upon the constitution of Parliament.
5. Write a sketch of the reign of Richard II.

## For Admission as Teacher of the Third Class.

(Three hours allowed.)

\*\* Only six questions are to be answered.

1. Relate the history of affairs in England during the minority of Henry VI.
2. Mention the circumstances connected with the introduction of the art of printing into England; and state what results have flowed from it.
3. Write a full account of what is known as Poyning's Law.

4. Describe circumstantially the relations existing (a) between England and France, and (b) between England and Scotland, in the reign of Edward IV.

5. Give an account of the career of Protector Somerset.

6. Relate the story of the Spanish Armada.

7. Describe and give examples of the monopolies which were granted by Elizabeth; and state what means Parliament adopted to put an end to them.

8. Sketch the life and character (a) of Thomas Cromwell; and (b) of Dudley, Earl of Leicester.

## For Admission as Teacher of the Second Class.

(Three hours allowed.)

\*\* Only six questions are to be answered.

1. Give an account of the Hampton Court Conference.
2. Explain fully the nature of a Bill of Attainder; and mention the circumstances under which such a bill was brought into use in the reign of Charles I.
3. State the arguments for and against the imposition of ship-money; and give particulars regarding Hampden's resistance to the impost.
4. Relate the circumstances of the reduction of Scotland by the English Parliamentary forces in 1650-1.
5. What were the objects, provisions, and proximate results of the Navigation Act of 1651?
6. Explain what is meant by the Cabinet. Show how a change to this form of executive government became necessary in England; and name the members of the first recognised English Cabinet.
7. (a) Give an account of the life and writings of John Milton; OR  
(b) Sketch the life and character of the first Duke of Marlborough.
8. Show how the labours of successive discoverers and explorers have opened up a knowledge of the coast and interior of Queensland.

## LATIN.

18th December—2 to 5.

## For Admission as Pupil-Teacher of the Third Class.

(Two hours allowed.)

1. Make a classification of consonants according to their vocalization.
2. Give rules for the genders of nouns of the First and Second Declensions, noting the chief exceptions.
3. Name the nouns of the Second Declension in *er* that preserve the *e* in all the cases, and the adjectives in *er* that retain the *e*.
4. Decline in combination—*Ambr filia, macer faber, sublimis arx, nova domus, pulchra facies*.
5. (a) How do adjectives in *er* form their superlatives, and what adjectives in *is* make their superlatives in *imus*? Give examples.  
(b) Compare—*Dubius, par, agilis, frugi*; state to what positive forms (if any) the following belong—*Summus, deterrimus, proximus*. Decline the pronouns—*Sui, iste, qui*.
6. Tell the person, number, mood, and tense of each of the following verbs, and write the corresponding part of each in the Active Voice—*Orneris, terrentor, legemini, crudiremur*.
7. (a) Translate into English—  
(1.) *Munita est Italia Alpibus, altissimis montibus, quos exercitus non facile transibit.*  
(2.) *Ubi ad te venero, rem tibi exponami.*  
(3.) *Clusini legatos Roman misere, qui auxilium a Senatu peterent.*  
(4.) *Amicos celare sententiam nostram non debemus, etiamsi eam illi nos non rogant.*  
(b) And into Latin—  
(1.) We know that man is mortal.  
(2.) Every one thinks his own condition the most wretched.  
(3.) These mountains are very high and very rugged.  
(4.) They were walking in the garden, singing and adorning themselves with flowers.



## VOCABULARY.

Altus, <i>high, lofty</i>	Miser, <i>wretched</i>
Ambulo, <i>I walk</i>	Mitto, <i>I send</i>
Amicus, <i>a friend</i>	Mons, <i>a mountain</i>
Asper, <i>rugged</i>	Mortalis, <i>mortal</i>
Auxilium, <i>assistance</i>	Munio, <i>I fortify</i>
Canto, <i>I sing</i>	Noster, <i>our</i>
Celo, <i>I conceal</i>	Orno, <i>I adorn</i>
Conditio, <i>condition</i>	Peto, <i>I ask</i>
Debeo, <i>I must</i>	Puto, <i>I think</i>
Etiamsi, <i>although</i>	Rogo, <i>I ask</i>
Exercitus, <i>an army</i>	Scio, <i>I know</i>
Expono, <i>I explain</i>	Senatus, <i>the Senate</i>
Facile, <i>easily</i>	Sententia, <i>an opinion</i>
Flos, <i>a flower</i>	Transeo, <i>I cross over</i>
Hortus, <i>a garden</i>	Ubi, <i>when</i>
Legatus, <i>an ambassador</i>	Venio, <i>I come</i>

## For Admission as Pupil-Teacher of the Fourth Class.

(Two hours allowed.)

## 1. Translate into English—

## A.

Habitavit Augustus in aedibus modicis, neque laxitate, neque cultu CONSPICUIS, ac per annos amplius quadraginta in eodem cubiculo hieme et AESTATE mansit. Supellex quoque ejus vix privatae ELEGANTIAE erat. Raro VESTE alia usus est, quam confecta ab uxore, sorore, filia, neptibusque. Idem tamen ROMAN, QUAM pro maiestate imperii non satis ornatam invenerat, adeo excoluit, ut jure sit gloriatu, marmoream se relinquere, quam lateritiâ accepisset.

## B.

Qui fit, Mæcenâs, ut nemo, quam SIBI sortem  
Seu ratio dederit, seu fors objecerit ILLA  
Contentus vivat; laudet DIVERSA sequentes?

## VOCABULARY.

Accipio, <i>receive</i>	Laudo, <i>praise</i>
Adeo, <i>to such a degree</i>	Laxitas, <i>extent</i>
Aedes, <i>house</i>	Majestas, <i>majesty</i>
Aestas, <i>summer</i>	Maneo, <i>remain in, keep to</i>
Alius, <i>any other</i>	Marmoreus, <i>made of marble</i>
Amplius, <i>more</i>	Modicus, <i>moderate-sized</i>
Annus, <i>year</i>	Nemo, <i>no one</i>
Augustus, <i>Augustus</i>	Neptis, <i>grand-daughter</i>
Conficio, <i>make, prepare</i>	Objicio, <i>throw in the way of</i>
Conspicius, <i>noticeable</i>	Orno, <i>embellish, ornament</i>
Contentus, <i>contented</i>	Privatus, <i>private</i>
Cubiculum, <i>bedchamber</i>	Quoque, <i>too, also</i>
Cultus, <i>adornment</i>	Raro, <i>seldom</i>
Diversus, <i>different</i>	Ratio, <i>reflection, judgment</i>
Do, <i>give</i>	Relinquo, <i>leave</i>
Elegantia, <i>elegance</i>	Satis, <i>sufficiently</i>
Excolo, <i>adorn</i>	Sequor, <i>follow</i>
Facio, <i>happen, come</i>	Seu, <i>either, or</i>
Fors, <i>chance</i>	Soror, <i>sister</i>
Glorior, <i>boast</i>	Sors, <i>lot, condition</i>
Habito, <i>dwelt, live</i>	Supellex, <i>furniture</i>
Hiems, <i>winter</i>	Utor, <i>have, make use of</i>
Idem, <i>same</i>	Uxor, <i>wife</i>
Imperium, <i>empire</i>	Vestis, <i>clothing</i>
Invenio, <i>find</i>	Vivo, <i>live</i>
Jure, <i>justly</i>	Vix, <i>scarcely</i>
Lateritiâ, <i>made of bricks</i>	

2. (a) Write the first person singular perfect indicative, the supine (if in use), and the present infinitive, of the verbs in italics in the passages A and B, and explain the syntax of the words in small capitals.
- (b) Decline—*Supellex, sibi, and illa*, in the same passages.
3. What is usually the gender of Latin nouns denoting—  
(a) trees, (b) mountains, (c) rivers, (d) winds, (e) towns? Quote any exceptions you may know to the general rules.
4. (a) What cases follow verbs of—*Accusing, condemning, admonishing, acquitting*? Exemplify.
- (b) What verbs govern the genitive? Give examples.
5. (a) What are the genders and meanings of—*Manus, domus, merities, vis, genu, dies, ōs, ūs, virtus, uxor, dolor*?
- (b) Give the ablative singular and genitive plural of—*Clavis, pauper, avis, arx, celer*.
6. (a) Give the degrees of comparison of—*Felix, pulcher, novus, sacer, senex, utilis, frugi*.
- (b) Write in full the perfect indicative and present subjunctive of—*sto*; the imperative mood and past-imperfect subjunctive of—*nolo*.
7. Render into Latin—  
(1.) Who is there, who, if he shoots (*jaculator*) the whole (*totus*) day, does not some time or other (*aliquando*) hit the mark (*collinēdo*)?
- (2.) We know (*scio*) that the sun is very far distant (*longe absum*) from the earth.
- (3.) It cannot be denied (*nego possum*) that (*quin*) it is more disgraceful (*turpis*) to deceive (*fallō*) than to be deceived.
- (4.) Before I proceed (*antequam aggredior*) to those things which have been treated of (*disputo*) by you, I will say (*dico*) what I think of (*sentio*) you yourself.

## For Admission as Teacher of the Third Class.

(Three hours allowed.)

## 1. Translate into English—

## A.

Post ejus mortem nihilo minus Helvetii id, quod constituerant, facere conantur, ut e finibus suis *exceant*. Ubi jam se ad eam rem paratos esse arbitrati sunt, oppida sua omnia, numero ad duodecim, vicos ad quadringentos, reliqua privata aedificia incendunt; frumentum omne, præterquam, quod secum portaturi erant, *comburant*, ut, DOMUM reditionis *spe sublata*, paratiores ad omnia pericula subeunda essent; trium mensium molita cibaria sibi quemque domo efferre jubent. *Persuadent* Rauracis et Tulingis et Latobrigis RINITIMIS, uti eodem usi consilio, oppidis suis vicisque *exustis*, una cum iis proficiscantur, Boiosque, qui trans Rhenum incoluerant et in agrum Noricum transierant Noreiamque oppugnant, RECEPTOS ad se socios sibi *adsociunt*.

## B.

Hoc esse miseriorem, et graviorem fortunam Sequanorum, quam reliquorum, quod soli ne in occulto quidem *queri* neque auxilium implorare *audent*, absentisque Ariovisti crudelitatem, velut si coram adesset, *horrent*; propterea quod RELIQUIS tamen fugæ facultas daretur, Sequanis vero, qui intra fines suos Ariovistum RECEPISSENT quorum oppida omnia in potestate ejus essent, omnes cruciatus essent perferendi.

## C.

Ex eo prælio circiter hominum millia centum triginta superfuerunt, eaque tota nocte continenter ierunt: nullam PARTEM noctis itinere intermisso, in fines Lingonum die quarto pervenerunt, cum et propter vulnera militum et propter sepulturam occisorum nostri triduum morati eos sequi non potuissent. Caesar ad Lingonas litteras nuntiosque misit, ne eos frumento neve alia re *juvarent*: qui si juvissent, se eodem loco, quo Helvetios, habiturum. Ipse triduo intermisso cum omnibus copiis eos sequi cepit.

[CAESAR: BELL. GALL., Lib. I., cap. 5, 32, et 26.]

2. Write the principal parts of the verbs in italics in the passages, A, B, and C; and explain the syntax of the words in small capitals in the same passages.

3. (a) To whom does "ejus" in A refer?

(b) Who spoke the words reported in B, and on what occasion?

(c) In the battle referred to in C, who fought against the Romans?

4. Give the gender and genitive case of—*Rus, mus, tellus, vulgus, humus, frons, mos, vulnus, cor, honor*.5. (a) What cases do the following words take—*Utor, misereor, credo, potior, expers, dives*?(b) Compare—*Vetus, teres, novus, ater, senex, utilis, maturus, benevolus, diu, bene*.6. (a) Write the first person in each tense, indicative and subjunctive, of—*Volo, nolo, malo, eo*.(b) What is the construction of—*Licet, misereor, oportet, libet, poenitet*? Give examples.

## 7. Translate into Latin—

(a) When they heard the shouts in the rear, the Germans, seeing their countrymen cut down, threw away their arms, forsook their colours, and rushed out of the camp.

(b) On the next day they move their camp from that place. Caesar does the same, and sends forward all his cavalry, to the number of four thousand, which he had drawn together from the whole province and from the Aedui and their allies, who may observe into what parts they make their journey.

(c) This man, destitute of politeness, and ignorant of common life, even repeated a letter, which he said I had sent him; for who that had in the least known the practice of worthy men, ever brought into public, and openly recited, when any offence intervened, letters sent to him by his friend?

## For Admission as Teacher of the Second Class.

(Three hours allowed.)

## 1. Translate into English—

## A.

Igitur domi militumque boni mores COLEBANTUR, concordia maxuma, minuma avaritia erat, jus bonumque apud eos non legibus magis quam natura valebat. Jurgia, discordias, similitates cum hostibus exercebant, cives cum civibus de virtute certabant; in suppliciis Deorum magnifici, domi parci, in amicis fideles erant. Duabus his artibus, *audacia* in bello, ubi pax evenerat, *aequitate*, seque remque publicam curabant. Quarum rerum ego maxuma documenta hæc habeo, quod in bello sæpius vindicatum est in eos, qui contra imperium in hostem pugnaverant, quique tardius revocati *prælio* excesserant, quam qui signa relinquere aut pulsi loco cedere ausi erant; in pace vero, quod beneficiis quam metu imperium agitabant, et accepta *injuria* IGNOSCERE quam *persequi* MALEBANT.



## B.

"Hic mihi quisquam mansuetudinem et misericordiam nominat. Jampridem equidem nos vera vocabula rerum AMISIMUS, quia bona aliena largiri liberalitas, malarum rerum audacia fortitudo vocatur, eo respublica in extremo sita est. Sint sane, quoniam ita se mores habent, liberales ex sociorum fortunis, sint misericordes in furibus aerarii; ne illi sanguinem nostrum LARGIANTUR, et dum paucis sceleratis parcunt, bonos omnis perditum eant. Bene et composite C. Caesar paullo ante in hoc ordine de vita et morte disseruit, CREDO falsa existumans ea quae de inferis memorantur, diverso itinere malos a bonis loca tætra, inculta, fœda atque formidolosa habere."

[SALLUST: CAT., cap. 9 et 52.]

2. Explain the syntax of the words in italics in A and B; and give the principal parts of the verbs printed in small capitals in the same passages.

3. What classes of nouns in Latin usually have no plural, and what no singular? Show the different meanings the following nouns have in the singular and the plural, viz.:—*Aedes, auxilium, carcer, copia, comitium, littera*.

4. (a) What is the difference in meaning between the pronouns *hic, iste, ille*?

(b) State the meaning and construction of—*Clam, pone, penes, tenus, versus*; and explain the use of the word *mea* in the phrase "*Non mea refert*."

5. Name the eight classes of conjunctions, and give an example of each.

6. (a) Write all the forms of the following verbs—*Fari, inquam, pudet, memini*.

(b) Define—"Neuter-Passive Verb"; name the verbs of this class; and write the Imperative Mood of any one of them.

7. Translate into English—

## A.

Defessi Æneadæ, quæ proxima, litora cursu  
Contendunt petere, et Libyæ vertuntur ad oras.  
Est in secessu longo locus; insula portum  
EFFICIT objectu laterum, quibus omnis ab alto  
Frangitur inque sinus scindit sese unda reductos.  
Hinc atque hinc vastæ rupes geminique minantur  
In cœlum scopuli, quorum sub vertice late  
Æquora tuta silent; tum silvis scena coruscis  
Desuper horrentique atrum nemus imminet umbra.  
Fronte sub adversa scopulis pendentibus antrum;  
Intus aque dulces, vivoque sedilia saxo;  
Nympharum domus. Hic fessas non vincula naves  
ULLA TENENT; unco non alligat ancora morsu.  
Huc septem Æneas collectis navibus omni  
Ex numero SUBIT; ac magno telluris amore  
Egressi optata potiuntur Troës arena,  
Et sale tabentes artus in litore ponunt.

## B.

"O fortunati, quorum jam mœnia SURGUNT!"  
Æneas ait, et fastigia SUSPICIT urbis.  
Infert se SEPTUS nebula, mirabile dictu,  
Per medios, miscetque viris; neque cernitur ulli.

[ÆNEID, I., 157-173 et 437-440.]

8. Give the nominative case singular, and mark the gender of the words in italics in the foregoing verses; and write the first person singular perfect tense, the supine, and the present infinitive, active voice, of the words in small capitals in the same passages—A and B.

9. (a) Give, noting exceptions, rules for the quantity of final *us, es, and is* in Latin words.

(b) Scan each of the following verses:—

Insula dives opum, Priami dum regna manebant.  
Contingere omnes, intentique ora tenebant.  
Inde toro pater Aeneas sic orsus ab alto.  
Quæis ante ora patrum, Trojæ sub moenibus altis.

10. Translate into Latin prose—

(a) During the few succeeding days, Cæsar commenced to fell the woods; and lest any attack might be made upon the soldiers on their flank whilst unarmed and off their guard, he collected together all that timber which was cut down directly facing the enemy, and piled it up on either side to serve as a rampart.

(b) There, changing his array, he drew up his front in three lines on the right wing which was nearest to the enemy, distributed the slingers and archers between the companies, stationed all the cavalry on the wings, and after delivering a short address suited to the occasion, led down his army into the plain, as he had arranged it, with his flank changed to the front.

## EUCLID.

18th December—2 to 5.

NOTE.—The letters A B C are not to be used. No abbreviations are permitted.

For Admission as Pupil-Teacher of the Third Class.

(One hour and a-half allowed.)

1. (a) Define the following:—Plane superficies, plane rectilinear angle, term, figure, scalene triangle, rhomboid, corollary, problem, postulate, and axiom.

(b) Quote the axioms dealing with equalities.

2. To bisect a given rectilinear angle; that is, to divide it into two equal angles.

[Set down your work so as to show clearly the division into general enunciation, particular enunciation, determination, construction, demonstration, and conclusion.]

3. Two straight lines cannot have a common segment.

4. The greater angle of every triangle is subtended by the greater side, or has the greater side opposite to it.

5. If from the ends of the side of a triangle there be drawn two straight lines to a point within the triangle, these shall be less than the other two sides of the triangle, but shall contain a greater angle.

For Admission as Pupil-Teacher of the Fourth Class.

(One hour and a-half allowed.)

1. The angles at the base of an isosceles triangle are equal to one another.

[Let DEF be the triangle, and use the following construction:—In DE take any point G, and from DF cut off DH equal to DG. Join FG and EH, &c.]

2. Enunciate the converse of Prop. 13, Book I. Of what is Prop. 17, Book I., the converse? and of what proposition may it be regarded as the corollary?

3. In Prop. 32, Book I., prove that the three interior angles of every triangle are together equal to two right angles, without producing a side of the triangle.

4. If a straight line falling on two other straight lines make the alternate angles equal to one another, the two straight lines shall be parallel to one another.

5. To describe a parallelogram equal to a given rectilinear figure, and having an angle equal to a given rectilinear angle.

For Admission as Teacher of the Third Class.

(Three hours allowed.)

1. (a) Distinguish between *equal* and *equivalent* triangles. Which of these terms is to be understood in the enunciation of each of the following propositions, namely, 4, 37, and 38 of Book I?

(b) Explain fully the difference between analytical and synthetical proofs. Name propositions of Book I. which are demonstrated analytically.

2. Give a proof of Prop. 47, Book I., when one square is described on an inner side, and the remaining squares on outer sides of the triangle.

3. In a given straight line find a point such that the perpendiculars drawn from it to two given straight lines shall be equal. (Props. 1 to 26, Book I., only.)

4. Construct a triangle, having given the three lines drawn from the angles to bisect the sides opposite.

5. To a given straight line to apply a parallelogram, which shall be equal to a given triangle, and have one of its angles equal to a given rectilinear angle.

6. If a straight line be divided into any two parts, the square on the whole line is equal to the squares on the two parts, together with twice the rectangle contained by the two parts.

7. To divide a given straight line into two parts, so that the rectangle contained by the whole and one of the parts may be equal to the square on the other part.

For Admission as Teacher of the Second Class.

(Three hours allowed.)

1. To describe a square that shall be equal to a given rectilinear figure.

2. One circle cannot touch another at more points than one, whether it touches it on the inside or outside.

3. To describe a circle about a given equilateral and equiangular pentagon.

4. The straight line which joins the middle points of two sides of any triangle is half the base (Props. 1 to 45, Book I.).

1. To be prepared to give a lesson on the subject of the day.

2. To be prepared to give a lesson on the subject of the day.

3. To be prepared to give a lesson on the subject of the day.

**18th December—1 to 5.**  
**For Admission as Pupil-Teacher of the Third Class.**

**Practical.**  
1. To be prepared to give a lesson on the subject of the day.

2. To be prepared to give a lesson on the subject of the day.

3. To be prepared to give a lesson on the subject of the day.

**Practical.**  
1. To be prepared to give a lesson on the subject of the day.

2. To be prepared to give a lesson on the subject of the day.

3. To be prepared to give a lesson on the subject of the day.

4. To be prepared to give a lesson on the subject of the day.

5. To be prepared to give a lesson on the subject of the day.

**For Admission as Pupil-Teacher of the Third Class.**  
**Theory.**

1. What points must be attended to in doing each of the following:  
(a) Cutting a button hole;  
(b) Putting a patch on a flannel garment; and  
(c) Sticking in gathers?

2. For what purpose is "whipping" used? Describe the process of whipping.

**Practical.**  
1. To be prepared to give a lesson on the subject of the day.

2. To be prepared to give a lesson on the subject of the day.

3. To be prepared to give a lesson on the subject of the day.

4. To be prepared to give a lesson on the subject of the day.

5. To be prepared to give a lesson on the subject of the day.

**For Admission as Pupil-Teacher of the Fourth Class.**  
**Theory.**

1. What are the points to be attended to in doing each of the following:  
(a) Cutting a button hole;  
(b) Putting a patch on a flannel garment; and  
(c) Sticking in gathers?

2. For what purpose is "whipping" used? Describe the process of whipping.

**Practical.**  
1. To be prepared to give a lesson on the subject of the day.

2. To be prepared to give a lesson on the subject of the day.

3. To be prepared to give a lesson on the subject of the day.

4. To be prepared to give a lesson on the subject of the day.

5. To be prepared to give a lesson on the subject of the day.

**For Admission as Teacher of the Third or Second Class.**  
**Theory.**

1. To be prepared to give a lesson on the subject of the day.

2. To be prepared to give a lesson on the subject of the day.

3. To be prepared to give a lesson on the subject of the day.

4. To be prepared to give a lesson on the subject of the day.

5. To be prepared to give a lesson on the subject of the day.

6. To be prepared to give a lesson on the subject of the day.

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17. To be prepared to give a lesson on the subject of the day.

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22. To be prepared to give a lesson on the subject of the day.

23. To be prepared to give a lesson on the subject of the day.

24. To be prepared to give a lesson on the subject of the day.

25. To be prepared to give a lesson on the subject of the day.

26. To be prepared to give a lesson on the subject of the day.

27. To be prepared to give a lesson on the subject of the day.

28. To be prepared to give a lesson on the subject of the day.

29. To be prepared to give a lesson on the subject of the day.

30. To be prepared to give a lesson on the subject of the day.



5. What educative advantages accrue from the exposition of the text of the reading lesson? Frame a series of questions on the following paragraph to show your method of dealing with the text, and with the subject-matter and its extension:—

"To the natural philosopher there is no natural object unimportant or trifling. The fall of an apple to the ground may raise his thoughts to the laws which govern the revolution of the planets in their orbits; or the situation of a pebble may afford him evidence of the state of the globe he inhabits, myriads of ages ago before his species became its denizens."

6. What are the leading points which should guide you in arranging a time table? Exemplify your answer by constructing a time table for a school of 90 pupils, staffed with a head teacher, a senior pupil-teacher, and a junior pupil-teacher. Make arrangements for the following classes and drafts:—Fourth, Third, Upper Second, Lower Second, and Divisions III. and I. of First Class?

7. Give the substance of the Regulations pertaining to Corporal Punishment (cl. 50), and to the Modes of Admission and Promotion of Pupils (cl. 65).

#### For Admission as Teacher of the Second Class.

(Three hours allowed.)

1. As specimens of copy-setting, write in large-hand the word "*Gymnasium*"; in text-hand, the phrase "*Physical Exercise*"; in small-hand, the sentence "*The Latin literature, which has come down to us, is of later date than the commencement of the Second Punic War, and consists of works fashioned on Greek models*"; and, in ornamental print, the phrase "*Civil Liberty*."

2. How would you proceed to foster in children a love of truth, a desire to please, a spirit of industry, and force of will to encounter and to overcome difficulties?

3. Explain clearly what is meant by the term "Sympathy," as applied in an educational sense. Show how the influence of sympathy is of the highest advantage in the government and education of children.

4. Contrast the two methods of instruction, "Telling" and "Eliciting," setting forth fully and clearly the noteworthy points in each.

5. Write a short essay on the conditions determining Attention in a class as regards the teacher, the pupils, and the nature and extent of the instruction.

6. A school of 250 pupils is divided into the following classes:—Fifth, Fourth, Third, Upper Second, Lower Second, and four drafts of First Class. The staff comprises a head teacher, a first assistant, a junior assistant, two senior pupil-teachers, and two junior pupil-teachers. Describe clearly and concisely your system of organizing the school so as to show the arrangement of the staff, the proportionate share of time devoted to the schedule subjects in every class, together with the weekly distribution of the head teacher's time. [No need to show a time table.]

7. Write a brief description of the system associated with the name of any one of the following educationists:—Pestalozzi, Lancaster, Bell, David Stowe.

### ALGEBRA.

19th December—2 to 5.

\*.\* All details of the work must be given.

#### For Admission as Pupil-Teacher of the Third Class.

(One hour and a-half allowed.)

1. Define and illustrate—Co-efficient, Trinomial, Index, Equation, Formulae.

2. Give the elementary factors of the following expressions:—

(i.)  $8a^3 - 27c^3$ .

(ii.)  $a^6 - b^6$ .

(iii.)  $x^3 + 125$ .

(iv.)  $x^2 + x - 132$ .

3. Simplify—

$$[16 - \{5 - 2x - (1 - 3 - x)\}] - [15x - \{4 - (3 - 5x - 3x - 7)\}].$$

4. What quantity multiplied by  $a + 3b$  will give a product which is less than  $2a^4 + 28ab^3 - 82b^4$  by  $ab^3 - b^4$ .

5. Solve the equation—

$$\frac{a}{x} - \frac{b}{a} = \frac{a+b}{x} + \frac{a^2 - b^2}{a^2 + ab}.$$

6. A horse was sold at a loss for 40 guineas; but if it had been sold for 50 guineas, the gain would have been three-fourths of the former loss. Find its real value.

#### For Admission as Pupil-Teacher of the Fourth Class.

(One hour and a-half allowed.)

1. Find the square root of—

$$x^8 - 8x^7y + 28x^6y^2 - 56x^5y^3 + 70x^4y^4 - 56x^3y^5 + 28x^2y^6 - 8xy^7 + y^8.$$

2. Extract the cube root of—

$$x^3 - y^3 + z^3 - 3(x^2y - x^2z - xy^2 - xz^2 - y^2z + yz^2) - 6xyz.$$

3. Find the G.C.M. of—

$$12a^5 - 12a^3b^2 + 12a^2b^3 - 3ab^4; \text{ and}$$

$$12a^3 + 8a^2b - 18ab^2 - 6a^2b^3 + 4ab^4.$$

4. Find the L.C.M. of—

$$\begin{cases} a^2 + 5a + 10 \\ a^3 - 19a - 30 \\ a^3 - 15a - 50. \end{cases}$$

5. Solve the equation—

$$3x - 4 - \frac{7x-9}{3} = \frac{2}{3} \left(6 + \frac{x-1}{3}\right).$$

6. The first digit of a number exceeds the second by five; and when the number formed by reversing the digits is divided by their sum, the quotient is three. Find the number.

#### For Admission as Teacher of the Third Class.

(Three hours allowed.)

1. Simplify—

$$(a) \frac{1+a}{1+a+a^2} + \frac{1-a}{1-a+a^2}.$$

$$(b) \frac{a+b}{b} - \frac{2a}{a+b} + \frac{a^2b-a^3}{a^2b-b^3}.$$

2. Solve the equations—

$$(a) \frac{1}{2}(x - \frac{12}{x}) - \frac{1}{13}(2 - 6x) = x - \frac{1}{30}\{5x - \frac{1}{2}(10 - 3x)\}.$$

$$(b) \frac{1}{bc - bx} + \frac{1}{cd - cx} = \frac{1}{bd - bx}.$$

$$(c) \begin{aligned} x + y + z &= 5 \\ x + y &= z - 7 \\ x - 3 &= y + z. \end{aligned}$$

$$(d) \begin{aligned} b &= y + z \\ c &= x + z \\ d &= x + y. \end{aligned}$$

3. A right-angled triangle has its sides as 3 : 4, and its hypotenuse is 25 feet; what is the length of each side?

4. Three men, four women, and four boys can do a certain work in 2 days; nine men, three women, and six boys can do the same work in one day; and one man, two women, and four boys can complete it in four days. In what time could one boy do the work alone?

5. A, B, and C play 17 games at one shilling each per game; when they sit down A has 12s., B has 8s., and C has 6s.; when they finish A has 7s., B 6s., and C 13s. How many games did each win?

6. A person bought oranges at 9d. per dozen, and ate one of each dozen; he then sold the remainder at the rate of 10d. per dozen, and cleared 2d. by the transaction. How many oranges did he buy?

#### For Admission as Teacher of the Second Class.

(Three hours allowed.)

1. (a) Compare—

$$\sqrt{5}, 2\sqrt[3]{\frac{2}{3}}, \text{ and } 3(4\frac{1}{2})^{-\frac{1}{3}}.$$

(b) Simplify—

$$\frac{1}{4(1+\sqrt{a})} + \frac{1}{4(1-\sqrt{a})} + \frac{1}{2(1+a)}.$$

2. Find the square root of—

$$\frac{1}{144} - \frac{1}{3}\sqrt{2};$$

and the fourth root of—

$$48\sqrt[4]{\frac{1}{8}} + \frac{2}{3}\sqrt[4]{15}.$$

3. Form equations whose roots are—

$$(a) 10 \text{ and } 2.$$

$$(b) 3 \text{ and } -1.$$

$$(c) 2 \text{ and } -\frac{7}{2}.$$

4. Divide—

$$x^{\frac{3}{2}} + y^{\frac{3}{2}} - z^{\frac{3}{2}} + 2x^{\frac{1}{2}}y^{\frac{1}{2}} \text{ by } x^{\frac{1}{2}} + y^{\frac{1}{2}} + z^{\frac{1}{2}}; \text{ and}$$

$$a^{\frac{3}{2}} - 2x^{\frac{3}{2}}a^{\frac{1}{2}} + x^3 \text{ by } a^{\frac{1}{2}} - 2x^{\frac{1}{2}}a^{\frac{1}{2}} + x.$$

5. Solve the equation—

$$\frac{x + \sqrt{(x^2 - 1)}}{x - \sqrt{(x^2 - 1)}} - \frac{x - \sqrt{(x^2 - 1)}}{x + \sqrt{(x^2 - 1)}} = 8\sqrt{(x^2 - 1)}.$$

6. The product of two numbers is 72, and the difference of their squares is 17; find the numbers.

7. From places at a distance of 160 miles from each other, two trains, A and B, start simultaneously to make the same journey; the rate of each train is uniform, but A travels at 8 miles an hour more than B, and covers the distance in one hour less. Find the rate of each train per hour, the point where they meet, and the time which has elapsed between start and meeting.

8. A person walks from A to B, a distance of  $7\frac{1}{2}$  miles, in 2 hours  $17\frac{1}{2}$  minutes, and returns in 2 hours 20 minutes. His rates of walking up hill, down hill, and on a level road being  $3\frac{1}{2}$ ,  $3\frac{1}{2}$ , and  $3\frac{1}{2}$  miles respectively, find the length of level road between A and B.

9. On Tuesday pineapples sold at  $x$  pence per dozen; on Wednesday twice as many pineapples could be bought for 1s. as dozens could be bought for £1 the day before; 20 pineapples, bought 10 on Wednesday and 10 on Tuesday, cost 2s. 2d.; determine the price of a pineapple on each day.



## EXAMINATION FOR GRAMMAR SCHOOL SCHOLARSHIPS, 1890.

## GEOGRAPHY.

16th December—9 to 12.

\*.\* The sketch maps must be as large as the foolscap page will admit.

Maximum Marks Obtainable.

- 5 1. (a) Of what system is the earth a member?  
(b) Name some other members of that system.
- 6 2. (a) At what rate per hour does a place situated on the equator travel, in consequence of the rotation of the earth? Explain.  
(b) If the earth is rotating so quickly, why are we not jerked off its surface?
- 7 3. Are degrees of latitude of equal length? Give your reasons in full for what you say in reply to this question.
- 8 4. Compare the climates of places in the same latitude on the east and west coasts of the old world, and compare those of places in the same latitude on the east and west coasts of America; and give the causes of the differences of climate.
- 6 5. The general slope of the land is said to affect the climate. Which is the warmest slope in England, and which in Queensland? Why is this?
- 8 6. Name some periodical winds, and account for one of them.
- 12 7. Draw a map of Australia, south of the Tropic of Capricorn, showing the physical features, the colonies, and the following places:—Echuca, Braidwood, Maryborough, York, Goolwa, Sale, Tamworth, Dalby, Geraldton, Wallaroo, Stawell, Orange, Taroom, Augusta, Glenelg.
- 10 8. (a) Name the chief imports of England, and the countries from which each import comes.  
(b) What are the chief exports?
- 12 9. State the area, productions, population, and religion of each country in Asia. [Give this information in five columns.]
- 13 10. Give a methodical account of Germany under the usual heads.
- 13 11. Draw a map of Africa and the adjacent islands, showing the European possessions. [Give the Power to which each belongs.]
- 100 Total Maximum Marks.

## ARITHMETIC.

16th December—2 to 5.

\*.\* All the details of the work must be given.

Maximum Marks Obtainable.

- 10 1. A man having a triangular piece of land, the sides of which are 240 feet, 648 feet, and 420 feet, wishes to inclose it with a fence having panels of the greatest possible uniform length. What is the length of each panel?
- 10 2. A man's expenses are £58 0s. 3d. a year: find by Practice what they will be at the same rate for 7 years 49 weeks 5 days?
- 10 3. If 12 men build a wall 60 feet long, 4 feet thick, and 20 feet high in 24 days, working 12 hours a day, how many men will it take to build a wall 100 feet long, 3 feet thick, and 12 feet high in 18 days, working 8 hours a day?
- 10 4. Two cannon are fired simultaneously at 1 o'clock. One fires regularly after an interval of 637 seconds, the other after an interval of 52 seconds. After how many seconds will they next be fired at the same instant?
- 12 5. Add together  $1\frac{1}{2}$ ,  $2\frac{3}{4}$ , and  $3\frac{1}{2}$ ; multiply their sum by their product; subtract from the result the difference of  $2\frac{3}{4}$  and  $1\frac{1}{2}$ ; and divide the remainder by the sum of  $5\frac{1}{2}$  and  $1\frac{1}{2}$  of  $3\frac{1}{2}$ .
- 12 6. If after selling  $\frac{3}{4}$  of an estate I sell  $\frac{1}{4}$  of  $\frac{1}{2}$  of the remainder for  $\frac{2}{3}$  of  $\frac{1}{4}$  of £200, what is the value of the estate?
- 11 7. What fraction of £213.921 is the simple interest of £7,506 for  $7\frac{1}{2}$  years at  $4\frac{1}{2}$  per cent.?
- 13 8. An army is in 3 divisions;  $\frac{1}{4}$  of each consists of artillery,  $\frac{1}{4}$  of each of cavalry, and the remainder of foot soldiers. The first division is twice as numerous as the second, and the second twice as numerous as the third; and in the second there are 1,600 more cavalry than artillery. What is the number of the army?

Maximum Marks Obtainable.

9. A rectangular court measures 63 feet by 36 feet; a path 4 feet 6 inches wide goes round the court outside it. Find how many bricks measuring 9 inches by  $4\frac{1}{2}$  inches will be required to pave the path.
10. If a sum of £263 5s. 4d. was paid for poor rate at 1s. 2d., school rate at  $9\frac{1}{2}$ d., and police at  $7\frac{1}{2}$ d., what was the rateable value?
11. The provisions of a fort ran out in 30 weeks. It was originally victualled for 60 weeks, but at the end of 8 weeks its strength was doubled, and 6 weeks later 750 fresh men were thrown in. How many men were there in the fort at first?

Total Maximum Marks 125

## ENGLISH GRAMMAR AND COMPOSITION.

17th December—9 to 12.

Maximum Marks Obtainable.

1. (a) Decline the five personal pronouns. 10  
(b) Conjugate fully the verbs *may, can, will, shall*. 12  
Give all the persons and numbers.  
(c) Write down the past tense and past participle of each of the following verbs:—*Freeze, run, grind, burst, lay, fell, swim, go*. 12
2. (a) *Home of the mighty! can it be* 39  
*That this is all remains of thee?*  
(b) *O who shall say what heroes feel*  
*When all but life and honour's lost?*  
(c) *This knows my punisher; therefore as far*  
*From granting he, as I from begging peace.*
- Parse the words in italics.
3. (a) *I do not know his occupation, nor do I know even* 6  
*his name.*  
(b) *We have piped unto you, and ye have not danced.*  
(c) *The servant was then called, who at once admitted us.*
- Read the preceding sentences carefully, and point out the co-ordination in each; in each case say of what kind it is, and give your reasons.
4. (a) *Who stabs my name would stab my person too.* 33  
*Did not the hangman's axe lie in his way?*  
(b) *There were two springs that bubbled side by side,*  
*As if they had been made that they might be*  
*Companions for each other.*  
(c) *He said that he tried to get nearer the speaker,*  
*but could not for the crowd.*
- Give the nature and relation of each of the clauses in the preceding sentences. In giving the relation, say to what word the clause is related, and, when there is co-ordination, name it.

5. (i.) The captain with his men catch fish. 24  
(ii.) Me and my brother live in a village.  
(iii.) I was tired; so I laid down.  
(iv.) "The Canterbury Tales" are a collection of poems by Chaucer.  
(v.) Let the British Government continue the protection of last year and we will be all right.  
(vi.) He said some thief had taken his hat and ran away with it.  
(vii.) The Brisbane has overflowed its banks.  
(viii.) She that is idle and mischievous reprove sharply.
- Correct the mistakes in the preceding sentences, and give your reasons clearly.

6. Insert the necessary stops and capital letters in the following:— 4

Mr Rich had much money and little politeness he thought it beneath him to be civil to those whom he called the common people one wet day he was driving in his gig along a turnpike road when he came to the toll-gate he called out what's to pay eightpence if you please sir said the keeper Mr Rich instead of handing the money rudely flung a shilling on the muddy ground and cried there take your change out of that the keeper stooped for the silver and picked it up then placing four pennies exactly on the same spot he coolly walked back into his cottage.

7. Explain and illustrate two of the following proverbs:— 10  
(a) "People who live in glass houses should never throw stones."  
(b) "A bird in the hand is worth two in the bush."  
(c) "Rome was not built in a day."

Total Maximum Marks 160



## NOTES ON THE EXAMINATION PAPERS WRITTEN AT THE ANNUAL GENERAL EXAMINATION, DECEMBER, 1890, BY THE EXAMINERS.

Many of the errors of omission and commission that crop up year after year, such as leaving no margin, doing unnecessary work, &c., were met with in the papers I read; but, on the whole, there is decided improvement in this respect, the instances being fewer. Spelling is also improved; but the handwriting is often very poor and difficult to read, especially amongst candidates of the higher grades.

\* \* \* The line of asterisks used here and elsewhere in these "Notes" indicates that the remarks which precede them and the remarks which follow them are by different examiners.

### GEOGRAPHY.

#### For Admission as Pupil-Teacher of the First Class.

As last year, several examinees tried to answer all the geographical questions instead of confining themselves to three; while a few evidently included the first question among those in geography. The instructions regarding the size of the map, and the details to be entered thereon, were very often disregarded—many maps being very much smaller than the foolscap page admitted, and being not infrequently crowded with unnecessary names. In a few instances, however, the maps were left without a single name or index to the features marked on them.

Questions 1, 2, and 6 were compulsory, and of 3, 4, and 5 only one was to be answered.

Number 1.—The specimens of penmanship were generally creditable; but the punctuation of the passage was often wholly overlooked, and its transcription otherwise faulty—lines unbroken, "mine" for "mind," and "while" for "whilst," &c.

Number 2.—On the whole, the maps produced were quite fair, the worst part of it being "d." Errors like the following, or worse, were too common:—Blue Mountains in Queensland; Murray flowing into the head of Spencer's Gulf, and even into the G. A. Bight; Murrumbidgee into St. Vincent's Gulf; Lachlan into the Murray; Ipswich and Charters Towers near the border of S. Australia; Townsville inland between branches of the Fitzroy; Maryborough on the Fitzroy; Rockhampton north of Townsville; Dalby west of Cardwell, &c., &c.

Number 6.—Twenty examinees did not attempt this question at all, and two attempts were total failures, the rest ranging from 4.2 per cent. to 87.5 per cent. The following are not the worst samples of answers that might be quoted:—Dunedin in Ireland, capital; Parramatta in U. States, gold-mining; Formosa a channel off the coast of Spain; Bourke on the G. of Carpentaria, terminus of Queensland railways; Baikal in centre of Europe; Port Elliot in S. of Queensland; Geelong noted for sugar plantations and tea growing; Socotra an island near the G. of Aden, west of Africa, death place of Cicero, the great orator, &c.

Of the optional questions 207 examinees chose No. 4, 111 No. 3, and only 20 No. 5; the rest omitting them altogether. Thirty-four gave the boundaries, &c., of Queensland for No. 3, which we have bounded on the N. by the Arctic Oc. The percentage varied—not counting the total failures—from 6.7 to 88.3, the average for all being 31.8; so that the candidates are not well up in their local geography. The answering in No. 4 varied from 10 per cent. to 96.7 per cent., the average being 58.8 per cent.; and still we meet "The beds of the Mississippi are called *parries*." "The Mississippi rises Brazilian mountains, and flows S. through Brazil; the chief tributaries Parana and Paraguay; navigable for 12 miles." "Amazon flows into Mediterranean Sea." "Mississippi navigable almost to its mouth." "Amazon 20,000 miles long." In 5 (a) the highest answering was 75 per cent., and the lowest 16.7 per cent.; the average being 46.4 per cent. Four of those that attempted 5 (a) did not touch 5 (b) at all; and omitting these, the lowest percentage gained in 5 (b) was 10 and the highest 50, the average being only 26.7. Blunders are common. One example will suffice:—"The Baltic is bounded on the E. and S. by part of France."

#### For Admission as Pupil-Teacher of the Second Class.

Question 2.—Notwithstanding the instruction at the head of the printed questions, several drew maps on half a page. Good maps were drawn by those few who inserted the parallels and meridians; the rest were very poor. Some used lead pencil and neglected to ink over the outlines; others, instead of printing the names, wrote them so small as to be read with difficulty. A few numbered the parallels with 52 in the N. and ending with 55 in the S., thus making Ireland appear south of the Equator. The rivers are better known than the mountains, lakes, and seaports.

Question 6.—Very few answered this question at all fully as regards stating what they know about the places. To say "capital," "important town," or "great trade," appears to be the extent of their knowledge. Some foolish mistakes were made in locating the places, as "Athlone an island W. coast of Scotland, refuge of Alfd. Great during Danish invasion." Ten Newports,

of which four or five were located by different examinees. The choice of questions 3, 4, and 5 was nearly equal, a slight preference being given to question 3, which was fairly answered by the majority who attempted it. Question 4 received the least attention, the knowledge of English geography being evidently very meagre. Several wasted time and lost marks by answering four questions when only three answers were required.

#### For Admission as Pupil-Teacher of the Third Class.

Question 2.—Some candidates understood the word *trace* to mean describe in words. Only half marks were awarded in such cases.

Question 3.—The naming of a river, its tributaries and chief towns is not a description of the basin of a river. Only one candidate took (a).

Question 4.—The geography of these countries had been badly prepared. "The soil (Norway) is fertile, and oranges and lemons flourish." Enumeration not description was the prevailing characteristic of the answers to this question.

Question 5.—The answers to this question displayed a great amount of ignorance and guess-work. "Ajaccio, a town in the island of Sardinia," "Capital of Sardinia," "Birthplace of Nelson," "Mantua a ducal palace, containing 500 rooms, in Lombardy." The average percentage of marks obtained for this question was only 47.6 per cent.

#### For Admission as Pupil-Teacher of the Fourth Class.

Question 1.—Parallels and meridians were seldom inserted. The question includes five items—outline map, mountains, rivers, seaports, and chief towns—and marks were given for each. The sites of the few ports and towns inserted were generally wide of the mark. Too much time, by several, was devoted to coast line.

Question 2 (b).—Few obtained the correct answers. 2 (a) was generally well done.

Question 3.—Though (a) was better done than (b), the answers to both (a and b) were rather what the candidates knew of the specified countries than a fair attempt to grapple with the question. Hence remarks about religion, Government, &c.

Question 4.—Only 31.6 per cent. of candidates attempted this question. A few good answers were given, but generally there was too much of detailed enumeration of capes, &c., and too little of comparison and contrast.

Question 5.—There was a little more ingenuity displayed in the guess-work; but the note to question 5, above, might here be repeated. "Sana famous as a *Santorium*," "Balkh on Lake Balkash," "Quetta a coral island in East Indies, noted for shipwreck and many lives lost."

#### For Admission as Teacher of the Third Class.

Question 1.—Candidates for this class, at least, should insert parallels and meridians; few made the attempt. Some of the maps were little short of excellent, others were discreditable productions. (See Notes on question 2 for Pupil-Teachers of the Third and question 1 of Fourth Class.)

Question 3.—The terms "Conjunction and Opposition," "Spring and Neap," "Ebb and Flow," were loosely used. Most candidates arranged their notes under "Heads," "Matter," "Method," but evidently many had a confused idea of what was matter and what method. Educe and elicit were frequently used as a kind of equivalent for &c. The answers were too long.

Question 4.—The answers to this question were also too long, one took nearly five pages. The memories of many candidates had been too much loaded with wearisome and useless detail. Descriptions should be in bold outline, giving the chief characteristics and not the names of obscure capes, inlets, &c.

Question 5.—(a) Boundaries given were extremely vague. (b) A few candidates made more or less good guesses at the latitude and longitude of each group, though the question asks only for the relative, not the mathematical situation. (c) Was usually well done.

Question 6.—Only 19.3 per cent. attempted this question. The answers clearly showed that the principles of analogy and contrast have yet to be introduced in the teaching of geography.

Question 7.—Many did not know how to describe the basin of a river. Some descriptions contained little or no reference to the river and its tributaries, others none with regard to productions, industries, and chief towns.

Question 9.—The average number of marks obtained was only 53.3. (See previous Notes on topographical questions on Pupil-Teachers of the Third and Fourth Class.)



### For Admission as Teacher of the Second Class.

**Question 2.**—The answers were generally too long; one examined 22 lines of paper. A brief statement of relevant facts was all that was required.

**Question 3.**—In many answers the forces enumerated were too few, and were set down without order. The part played by gravitation is not well understood.

**Question 4.**—There was a marked want of orderly arrangement in the answers to this question, and as marked a want of detailed acquaintance with the points of similarity and contrast in the Old and New World. The question evidently broke new ground.

**Question 7.**—Three definite items are required by this question, *rise, progress, and present position*. Each should have been answered separately.

**Question 8.**—Some candidates think that latitude north of the equator is always found by Polar Star. In the exercises given the position of the sun with regard to Zenith was usually not stated.

### For Admission as Temporary Teacher.

An average of less than 50 per cent. of the marks was obtained for questions 1, 2, 4, and 8. The weak points already noted in the other papers obtained in these in a more aggravated form, as might be expected from the fact that many of the candidates had not previously sat at an examination.

**General Remarks.**—The printed instructions at the head of the examination paper should be *implicitly* obeyed by all classes of candidates. When answering questions candidates should forget the class they teach in school, and should state briefly and tersely what facts they have in possession bearing on the questions. One candidate for classification takes half a page to say that "The waters of some lakes are salt." When practising map-drawing careful attention should be paid to the *relative* position of important physical features, ports (if any), and chief towns. The time spent in "feathering" mountains and shading coast lines is time wasted at an examination. Nearly all candidates have yet to learn how to write a good description either of a river basin or of a country. Head Teachers, when instructing Pupil-Teachers, might profitably attend to the following hints:—More attention should be paid to commercial geography. Pupil-Teachers should have a juster idea of the relative importance of the facts in their possession. They should devote less time to obscure names and more to cultivating the intelligence by bringing into play the principles of analogy and contrast.

## ARITHMETIC.

Those sums or parts of sums about which no mention is made in the following notes were satisfactory in method, intelligence, and mechanical work.

### For Admission as Pupil-Teacher of the First Class.

**Question 1 (a).**—25 per cent. failed to distinguish between Notation and Numeration. (c) 70 per cent. failed to substitute figures for the last number in this question. The English method is neglected.

**Question 2.**—The extended long and square measures are unknown. 60 per cent. said that a degree of lat. contained 60 $\frac{1}{2}$  geog. miles.

**Question 3 (b).**—20 per cent. simply subtracted the smaller number from the larger. (c) 40 per cent. failed to solve this easy problem.

**Question 4 (a).**—The majority adopted the following method:—That which B paid to A was added to A's share, but not taken from B's; and that which A paid to B was added to B's share, but not taken from A's. (b) Question asks for m. yds. ft. in., but about 50 per cent. reduced the inches to m. fur. ps., &c.; and many did not know what to do with the half-yard which came in the work by this latter method. (c) 33 per cent. were incorrect, most of them multiplying by 1760 instead of 4840.

**Question 5 [MALES].**—About 50 per cent. were incorrect; a large number had the statements correct, but were wrong in cancelling, &c. The *expertness* of the men in (b) proved too difficult for 30 per cent.

**Question 5 [FEMALES].**—(a) Several did not multiply by 19. (b) Very few were perfectly correct. 30 per cent. were wrong in one item, 20 per cent. in two, and several in three and four.

Many candidates for this grade have apparently received little instruction in the arrangement of their work on paper; the sums were often crowded together, badly arranged, and much of the work left out. These remarks also apply to many of the papers of the next grade.

### For Admission as Pupil-Teacher of the Second Class.

**Question 1 (b).**—Over 50 per cent. failed to resolve 54180 into its prime factors.

**Question 2.**—(a) 30 per cent. failed: few noticed that the answer is simply the difference in time between 19 miles at 6 miles an hr., and at 7 $\frac{1}{2}$  miles an hr. respectively.

**Question 3 (a).**—Few attempted this: such fractions have apparently received little attention. (b) 50 per cent. were more or less incorrect, and 10 per cent. did not reduce the answer to its lowest terms. (See Note on Fractions.)

**Question 5 [MALES].**—60 per cent. failed: very few understand circulating decimals.

**Question 5 [FEMALES].**—65 per cent. failed: the majority of these had  $\frac{1}{2}$  instead of  $1\frac{1}{2}$  for the third term of the proportion.

### For Admission as Pupil-Teacher of the Third Class.

**Question 1.**—Only 25 per cent. were correct: the answers were various—the general way was to reduce the two coins to farthings, and to give as the answer either the G.C.M. or the L.C.M. of the two quantities.

**Question 3 (a).**—Four-fifths attempted this, but not 50 per cent. were correct. The numerators—6, 5, 4, and 1—proved too difficult for many.

**Question 5 [MALES].**—The distinction made between the two terms was often vague and unsatisfactory. (a) Only twelve attempted this, and but three were successful.

### For Admission as Pupil-Teacher of the Fourth Class.

**Question 1.**—Fifteen per cent. attempted neither example. (a) Several had the proportion stated—As 125 : 105 :: 60 which gives 50; these were called apples, and were thus dearer than pears: by question they are cheaper.

**Question 3 (a).**—The answer was generally arrived at by a long roundabout method. Having found that A did  $\frac{2}{3}$ , and B  $\frac{3}{4}$  of the work in one hour, it should have been noticed that they ought to receive  $\frac{1}{11}$  and  $\frac{1}{11}$  of 10s. 6d. respectively.

**Question 4 [MALES].**—Comparatively few understand discount. 50 per cent. were completely mixed up; about 30 per cent. could not calculate the number of days, most of them counting from 5th August to 6th December. Only 20 per cent. were quite correct.

**Question 4 [FEMALES].**—The explanation generally given exhibited very little intelligence. The majority simply stated that multiplication must be done before addition and subtraction, but gave no reasons. 15 per cent. reasoned absurdly, and gave the answer as in question. A few others reasoned fairly well, but worked the sum incorrectly.

**Question 5 [FEMALES].**—In giving the rule few took note of pure circulators, and fewer still directed that the vulgar fraction must be reduced to its lowest terms. The conversion of  $11\frac{287}{990}$  to a vulgar fraction was often done in one or other of the following ways:—

$$11\frac{287}{990} = 11\frac{285}{990} = 11\frac{19}{66}; \text{ or } 11\frac{287}{990} = 11\frac{285}{990} = 11\frac{57}{198} = 11\frac{19}{66}.$$

It should be—

$$11\frac{287}{990} = 11\frac{287-2}{990} = 11\frac{285}{990} = 11\frac{19}{66}.$$

### For Admission as Temporary Teacher.

There was great variety in the papers for this grade. Some candidates have studied the subject little, and have practised less. Mechanical inaccuracies were numerous. Sums, which required some little intelligence, such as the last three in the paper, produced but moderate results.

### For Admission as Teacher of the Third Class.

**Question 1 (a).**—25 per cent. calculated the number of days from 9th September to 5th October, and 20 per cent. did not include the days of grace. (b) The distinction made between simple and compound interest was rarely satisfactory.

**Question 2 (a).**—Fully worked out sums were rarely met with; fragmentary method was common; several could not reduce a mixed circulator to a vulgar fraction; and the majority were apparently ignorant of the advantages of cancelling work where possible.

**Question 4 (a).**—50 per cent. were correct. (b) Only 20 per cent. were correct; the number of pounds ranged from one thousand to one.



Question 5.—20 per cent. did not attempt this question, and 60 per cent. failed. Common errors were:—(i.) 6d. in the £ was made to reach £2 10s. (i.e., 2½ per cent.); this was added to £4½, and the sum stated as 7 : 4 :: 100, which gives £57½. (ii.) £2½ were taken from £100, and sum stated as 4 : 4½ :: 97½. (iii.) 6d. in the £ was added to £4½, and result called gross income; and (iv.) 6d. in the £ was taken from £4½.

Question 6.—Various answers were given, the most common being:—(i.) £60 7s. 7½d. obtained from, as 117½ : 100 :: £70½. (ii.) £59 1s. 3½d. obtained from, as 100 : 90 :: 70½; and (iii.) £53 4s. 3d. obtained from, as 10 : 7½ :: 70½.

Question 7 [MALES].—Comparatively few gave the rule for finding the area of an equilateral triangle. 10 per cent. did not attempt the example, and 30 per cent. were incorrect.

Question 8 [MALES].—A common error was considering one square to be three-fourths of the other. 50 per cent. were incorrect or did not attempt the sum.

Question 7 [FEMALES].—55 per cent. were incorrect. Common errors were:—(i.) Attempting to subtract ½ from the sum of the three complete fractions; and (ii.) calling the numerator of the incomplete fraction a whole number, and adding 1 to the other fractions. Several were correct in method, but incorrect in their mechanical work.

#### For Admission as Teacher of the Second Class.

Question 1.—Essays, more or less lengthy, were generally written. The answers of the female candidates were the more methodical and intelligent.

Question 2.—A few male candidates solved the examples in this question by Algebra: as both can be done easily by Arithmetic their answers were not accepted.

Question 3.—28 per cent. attempted neither. (a) 16 per cent. attempted this, and, judging by the methods used to arrive at the answer, no one would have worked the sum correctly had the amount been £118, as it should have been, instead of £168 as printed. The majority divided £168 in the proportion of 3½ to 5. (b) It can be easily shown that there were 85 oranges and lemons, but nineteen out of forty-two who attempted this sum did not reach thus far; ten got as far but could not proceed; two gave the answers only; one solved it by Algebra; and of the remaining ten answers there were but six genuinely correct, the others being pure guess-work. The following are examples:—(i.) 15 times no. of oranges—8 times no. of lemons=280 (should be 240) and 280 ÷ 7=40=no. of oranges. (ii.) 45 lemons at 5 for 4d.=3s., and 40 oranges at 2 for 3d.=5s. How these numbers were arrived at was not shown. (iii.) 2 oranges for 3d.=8 for 1s.=40 for 5s., and 5 lemons for 4d.=15 for 1s.=45 for 3s. This candidate also forgot to explain.

Question 4.—This could have been easily solved without an assumed capital, a weakness that four-fifths were guilty of, as for example:—He gains ⅓ of ⅓ + ⅓ of ⅓ = ⅓ of ⅓ of his capital; this worked out gives ⅓ of his capital—i.e., 8½ per cent. 24 per cent. failed completely, most of them stating that a gain of 20 per cent. on ⅓ of his capital, together with a gain of 40 per cent. on ⅓, are equal to a gain of 60 per cent. on the two—i.e., on ⅓ of his capital.

Question 5.—25 per cent. either did not attempt or soon gave up, and over 40 per cent. were more or less incorrect; many do not appear to be able to distinguish between money and stock. A common statement was—As 5 : 100 : 100; this gives 2000, which was called stock, and was taken as the amount of stock in each investment. The solution is very easy, as for example:— $\frac{92\frac{1}{2}}{5} = 18\frac{1}{2}$  = cents of stock bought of each kind; this leaves £92½ still to invest in the cheaper kind of stock; making 19½ cents at 92½ and 18½ cents at 97½: the rest is easy.

Question 7 [MALES].—(a) The distinguishing features and the general formula of each system were required. These were generally lost sight of. Instead of which examples of two or more pulleys were taken, and worked out to find the relation of P to W in such examples. (b) Many failed to find the correct answer to the example in the third system; they had either 8 cwt. or 7 cwt., obtained as follows:— $W = 2^2 P$ —i.e.,  $W = 8P$ ; and if  $W = 1$  cwt., then  $P = 8$  cwt.; or  $W = (2^n - 1)P$ —i.e.,  $W = 7P$ . The former is the work of the fourth pulley, and the latter is meaningless. It should be  $W = (2^n - 1)P$ ; in this example  $n = 4$ , therefore  $W = (16 - 1)P = 15$ .

Question 8 [MALES].—The answer was often given as 50½ or 50·5 instead of 50/50.

Question 7 [FEMALES].—Very few worked this example without taking £100 as a trial principal.

Question 8 [FEMALES].—Only 50 per cent. were perfectly correct in this easy sum. Some found average weight; others four bales of each kind. One compared the different weights, and 20 per cent. were incorrect in the mechanical work.

The following remarks on Vulgar Fractions, Proportion, and Practice may be of use to some:—

Vulgar Fractions.—The solution of a complex fraction is often a confused mass of figures, difficult to follow, and is accompanied by little or no explanation. The fragmentary method is common; each part of the fraction is worked as a separate sum,

and the sign of equality is sadly misused in collecting the different parts together again. Fully worked-out sums are of rare occurrence, step after step being left out. Comparatively few take full advantage of cancelling as an aid to simplify the work, and fewer still apply the G.C.M. in cancelling. Many do not seem to know that compound fractions are to be reduced to simple fractions before addition or subtraction takes place; and very few know the reason for this. Answers are frequently left in an improper fraction, or are not reduced to their lowest terms.

Proportion.—No cancelling should take place before the several statements are gathered together in the shape of a compound fraction; the statements in the 2nd and 3rd terms forming the numerator, and those of the first term the denominator.

Practice.—The value of each line should be given. The dividing fraction should always have 1 for the numerator.

#### Grammar School Scholarship.

Questions 1 and 4.—Many candidates did not see that what was required of them was to find the G.C.M. and the L.C.M. respectively; and a great many used the numbers of each question to make most absurd calculations, imagining, or probably sometimes pretending, that they were doing something sensible.

Question 2 should have been done right by every candidate who was considered fit to compete for a Scholarship. Aliquot parts were not always taken, and instead such fractions as ⅓, &c., appeared; and there was much blundering in the mechanical work.

Question 3.—This question was done right more frequently than any other; but, easy as it is, it was not always done right.

Question 5.—“The sum of 5½ and 1½ of 3½” was often reckoned wrongly (i.) by adding the three mixed numbers, thus 5½ + 1½ + 3½ = 10½; (ii.) by adding 5½ and 1½, and multiplying the result by 3½. This is a weak point that should not be overlooked.

Questions 6 and 7 were done right by the great majority. In the work of question 7, many candidates, strange to say, used 3½ = ⅓ per cent. for 4½ = ⅓ per cent.

Question 8.—Comparatively few did this right. Several found the number in the second division, and thought that that was the number in the army.

Question 9 was done incorrectly by many. (i.) Some thought the path was inside the court, although the question says it is outside. (ii.) Some did not know how to find the area of the outside path. (iii.) Some found the area of the court instead of the path.

Question 10.—A good many thought there should be three answers to this question; others made the mistake of supposing that the result of the division of 63184 pence by 31 pence must be pence.

Question 11 was understood by very few.

Subjoined are a few weak points of a general kind to which it is considered advisable to draw attention:—

- (i.) Questions of about equal difficulty were often answered by the same candidate very differently, indicating a want of ordinary care or of revision of the method adopted.
- (ii.) There was a considerable amount of blundering in the mechanical work—in copying figures, multiplying, &c.
- (iii.) The signs +, =, &c., were often misused. Here is an example from one paper: “60 - 8 = 52 ÷ 2 = 26 + 8 =” &c.
- (iv.) Cancelling should be done in a column for rough work at the side of the paper. Through this not being done, the original figures of a proportion statement or other such work have often been with difficulty recognised.
- (v.) Often the details of the work were insufficient. Here is an example from the working of question 9: “Area of path = 2012½ ft.” The steps by which this was obtained were not given.
- (vi.) Some papers were filled with utter nonsense, the figures being meaningless. When a candidate does not know how to work a problem he should leave it.

#### GRAMMAR.

##### For Admission as Pupil-Teacher of the First Class.

The most common errors found were as follows:—

Question 1.—In analysing sentence 1 the subject of the imperative sentence not recognised. Very many gave “hand” as subject. “In thy right hand” was frequently made attributive to subj., and “to silence envious tongues” attributive to either obj. or subj.

In sentence 2, the commonest error was the failure to recognise the obj. Others who were to a certain extent correct by giving “to trace,” or “to trace the day’s disasters” as obj. (direct or indirect) made “in his morning face” an extension of the predicate.



In sentence 3, the different extensions were not properly distinguished. A few made the last phrase, "resting his head upon his hand," a separate clause.

Some of the methods of exhibiting the analysis were most perplexing to the reader. The old tabular form is the clearest.

**Question 2.**—In only a very few cases was the parsing found inconsistent with the analysis.

The commonest errors were :—

- (i.) In the word "still," kind of adverb not given.
- (ii.) "carry": Mood not known, voice ignored, object governed very rarely indicated. The subject was frequently stated to be "you," although the pronoun "thy," referring to the same person, occurs in the sentence. With "you" as subject the verb was frequently stated to be sing. numb.
- (iii.) "Well": Degree of comparison given by only three or four of all candidates.
- (iv.) "had learned": Not many know how to deal with a compound verb. The specimens of parsing contained in circular sent to all schools some years ago have evidently not been studied.
- (v.) "in": The antecedent of the preposition not recognised.
- (vi.) "hours": Kind of noun and its case generally wrong.
- (vii.) "stand": Was parsed as past participle, present participle, and infinitive mood with number and person.
- (viii.) "resting": In this, as well as in the participle "learned," the word it is attributive to and the word it governs in the obj. case not given.

**Question 3.**—The errors were fairly well corrected, but the reasons given were in many cases absurd. Some gave correctly the rules of syntax violated, but failed to show how they applied to the particular sentences under consideration. The sign of interrogation was omitted by nearly every one.

**Question 4.**—Very few appear to understand clearly the distinction between the thing itself and its name, hence the want of success in answering this question. Those who did obtain marks generally contented themselves with correcting the faults without showing clearly why the definitions, as given, were faulty.

**Question 5.**—This was almost a complete failure. A great number ignored the word "dissyllabic" altogether, and those who took any notice of it were generally mistaken as to its meaning.

**Question 6.**—The distinction between "geniuses" and "genii" was much better understood than that between "later" and "latter." Some very ridiculous guesses were made in attempts to answer this question.

#### For Admission as Pupil-Teacher of the Second Class.

In question 1 (i.) 90 per cent. of the examinees failed in Analysis, a result attributable to a general misconception of the meaning of the passage. It would, I think, tend to improvement in this branch of grammar if, before attempting to analyse passages involving difficulties similar to those in the question, students were required to first arrange such passages in direct and complete form, supplying ellipses where necessary. That this practice is not followed out in our schools to a desirable extent is indicated by the feeble attempts on the part of a large majority of the examinees to analyse an extract that should not be considered too difficult for those seeking admission as Pupil-Teachers of the Second Class. Blunders such as the following were the rule rather than the exception :—

"Some for wits	turned	critics"
subj.	pred.	ex. manner
"fools proved"	"poets passed"	
subj.	pred.	subj. pred.

In the second passage (ii.) only 20 examinees were thoughtful enough to see that the phrase "to render him such service" stands in apposition with the subject "it." In this, as in the former passage, there was shown much confusion of idea as to the manner of classifying the clauses, which, though the sentence is not a complex one, were classified as "adverbial" and "adjectival," with a total disregard to the meanings of these terms. It should not be difficult to train students even of moderate capacity to so understand the simple divisions and subdivisions of sentences given in our school grammars as to render errors such as the above all but impossible. The parsing was defective, and from causes similar to those assigned for the faults in analysis. The word "poets" was shown to be "nom. case to the verb passed"; "intend indic. mood, 3rd, agreeing with I"; "still an adverb modifying knowing." About 50 per cent. of the examinees were clear enough to see that the word "still" in the context should be parsed as a conjunction. Only 13 examinees parsed "critics" as nom. case after the verb (have) turned; most of the others regarding turned as having a transitive rather than an intransitive force. Question 3 was answered satisfactorily by nearly all the examinees. In question 4 the number who

correctly explained the meaning of the term "passive voice" was surprisingly small. "When the object becomes the agent" was written by several, while many more confined themselves to explaining how the passive was formed, though this point was beside the question. Sentences (i.) and (iii.) in question 5 were treated with a very fair degree of intelligence in the large majority of the papers, but sentence (ii.) proved a difficulty to all but a few. About twenty of the examinees showed clearly and intelligently that the comparative conjunction "than" should not be used in connection with the positive adjective "kind," but that the sentence should read, "He is as kind as, or kinder than his brother." The result of the examination shows 93 passes and 102 failures.

#### For Admission as Pupil-Teacher of the Third Class.

**Question 1.**—Very fairly answered. A common error, however, lay in taking "who . . . clever" as a clause, and frequently also the last clause of the second passage was said to modify "doesn't mind."

**Question 2.**—Fairly done. Owing to the mistakes in analysis noted above, the case of "who" was often wrongly given, and "just after" treated as one part of speech was said to modify "doesn't mind." The words joined by "in" were frequently given incorrectly, or not given at all.

**Question 3.**—85 per cent. of the examinees passed in this question. Hardly any examinees showed, however, that the adverbial clauses introduced might be of more than one kind, e.g., purpose and result.

**Question 4.**—Moderately done.

**Question 5.**—90 per cent. of the examinees failed entirely in this question. See "Mason," page 29, par. 61.

**Question 6.**—Only 45 per cent. of the examinees passed in the question as a whole. Guessing was very common. The meaning of "votary" in particular was not often given correctly. It was frequently associated in some way with elections—"one who has a vote," "able to be voted," "a vote," and "a person who calls the names of persons who vote," being a few of the answers given.

#### For Admission as Pupil-Teacher of the Fourth Class.

**Question 1.**—Fairly done. Common errors lay in making "they" (line five) the subject of a clause "they are content to follow," and in regarding "content to follow" as attributive to "they."

**Question 2.**—The parsing of the comp. verb was often not full enough, nor in accordance with the model supplied by the Department, and "been" was not unfrequently called an aux. of voice. In dealing with "end" the parsing did not always agree with the analysis.

**Question 3.**—The answers were, on the whole, moderate. Several examinees found in the phrase "whereto they tend" a reference to a future state of existence.

**Question 4.**—Creditably done.

**Question 5.**—The worst answered in the paper: attempted with success by only a fourth of the examinees.

**Question 6.**—Less satisfactorily done than, from its easy nature, it should have been. Considerable weakness was shown in regard to "the" and "needs," and the adjective "like" used predicatively was often given for the adverb "like."

#### For Admission as Temporary Teacher.

**Question 1.**—The kind of clause was frequently not stated. "Skilled to rule" was often expanded into "He was skilled to rule."

**Question 2.**—Fragmentary answering was common. In parsing transitive verbs or relative pronouns only one of the two rules of syntax required was usually given. The word governed by the transitive verb was rarely stated.

**Question 3.**—Answered moderately fairly. Many examinees did not seem to know that "giving reasons" meant more than merely quoting rules of syntax.

**Question 4.**—Badly answered. It was plain that many of the examinees were in the habit of using these slipshod expressions.

**Questions 5 and 9** were very fairly answered; and

**Question 7.**—Was fairly done.

**Question 6.**—Attempted with fair success by the majority of the examinees; but in about a fifth of the papers the answers were sheer nonsense.

**Question 8.**—Pretty fairly done.

**Question 10.**—The answers were fragmentary and inaccurately expressed.



## For Admission as Teacher of the Third Class.

**Question 1.**—The analysis both here and in the other papers showed the undesirableness of allowing the use of two text-books differing so widely in their treatment of this branch of grammar as "Morell" and "Mason" do. Independently of this, however, considerable weakness was shown. Only two or three examinees saw that "which" (line two) was used *conjunctively*, not *restrictively*. The complement "two" and the extension "to live" were frequently treated otherwise. Miscomprehension of the meaning of the passage "therefore give . . . due" caused numerous mistakes in respect to the direct and dative objects.

**Question 2.**—More than 85 per cent. of the examinees passed in this question. Considerable diversity was shown in parsing "can need," some examinees calling it potential mood, others treating it according to "Mason." Either way, if consistently followed, was accepted, but sometimes "can" was called an aux. of pot. mood, and then "can need" stated to be indicative.

**Question 3.**—Only a third of the examinees discussed fairly intelligently the difficulties presented by "Methinks," "worth," and "yours."

**Question 4.**—Notwithstanding its importance in analysis, less than 10 per cent. of the examinees showed any knowledge of this matter. A common form of answer was to take such a word as "that" and give examples of its use as a relative pronoun and as a conjunction.

**Question 5** was answered fairly by about a fourth of the examinees. The answers showed the usual crop of roots invented for the occasion, e.g., *glossio*, shiny; *paroda*, a place of worship; *pitho*, a saying, and the like.

**Question 6.**—The sentences were frequently such as to leave a doubt whether the meaning of the words was known or not. *Deprecate* was commonly confounded with *depreciate*, and *epithet* with *epitaph*, while for *glossary* such sentences as "Did you see the glossary on the boots?" were occasionally met with.

**Question 7.**—The reasons frequently needed to be more fully given. Moderate intelligence was shown, but some answers were ingeniously absurd.

**Question 8.**—Not more than a fourth of the answers were of even moderate merit. The passages "Therefore . . . due" and "Surely . . . stone" were generally misunderstood. "Although money may be made from minerals, still by investing and increasing it thereby many a man has become happy," and "The use of gold keeps the commercial world whirling in busy happiness as God meant it should be" are two of the many curious ways in which the concluding sentence was rendered.

**Questions 9 and 10.**—About half the examinees passed in each of these questions. In punctuation the misuse of quotation marks was common, and it was frequently not seen that "then you play by ear" was an interrogation.

## For Admission as Teacher of the Second Class.

Analysis and parsing were satisfactorily done, 65 per cent. of the examinees passing in question 1, and nearly 90 per cent. in question 2. In the remainder of the paper, however, much weakness was shown, and only about a third of the examinees gave evidence of having a fair all-round knowledge of the subject. Punctuation was particularly poor, less than 20 per cent. of the examinees passing in question 9; here, as in the preceding paper, misuse of quotation marks being common, and especially of those denoting a quotation within a quotation.

**Question 3** was well answered by only a third of the examinees. The first and fourth sentences, though very fully discussed in "Mason," were the worst done.

**Question 4.**—The answers were on the whole weak. Several examinees confounded the *marks of a good paraphrase* with the "merits of paraphrasing."

**Question 5** was only moderately answered. The distinction, such as it is, between Metonymy and Synecdoche did not seem to be known.

**Question 6 (a)** was, next to those on analysis and parsing, the best answered in the paper.

**Question 6 (b).**—It is a significant fact that more than a third of the examinees entirely omitted this question, and that a fourth of the answers given by those who did attempt it were worthless. One examinee boldly declared "A noted allegory in English is Lalla Rook. This work, written by Sir Thomas Moor during the Stuart period, is perhaps one of his masterpieces."

**Question 7.**—Indifferently answered.

**Question 8.**—Moderately well answered, though the explanations were frequently wanting in clearness.

## For Grammar School Scholarships.

Two hundred and twenty-one (221) candidates—150 boys and 71 girls—presented themselves for examination, and of the former 53.3 per cent. and of the latter 62 per cent. gained 50 per cent. of marks or over in this subject, the *best* answering among the boys

being represented by 82.7 per cent., the *worst* by 14 per cent., and among the girls by 78 per cent. and 13.3 per cent.; the *average* for *all* the boys was 45.3 per cent., and for the girls 52.3 per cent. While on the whole a goodly number obtained 50 per cent. or over of marks, still very poor answering was too common, the following not being the worst samples that might be quoted:—

1. (a) One of the 5 per. pronouns—N. who; poss. who's; obj. whom.

	sing.	plur.	sing.	plur.	sing.	plur.	sing.	plur.
Nom. . .	it	these	he	you	I	it	they	our
Poss. . .	its	those	him	your	my	its	them	ours
Obj. . .	it	those	his	you	me	it	thee	us

1. (b) These verbs are not at all understood by a large percentage of the examinees, who mix them up with other verbs and produce *all* the voices, moods, tenses, &c., of an ordinary verb—sometimes covering as many as 5½ pages, and ending the paper with "No time to finish."

Imp. mood—May thou, may ye or you;

" " —Shall thou, shall ye or you.

Indic. mood of *may*—Pres. perf. I may have, &c.

" " —Past per. I might have, &c.

Pres. progress., I may be, &c.

Past. " I might be, &c.

Pres. perf. progress., I may have been;

Past. " " I might have been.

Pot. mood—I may may, &c.;

" " —I may can, &c.

" " —I may shall, &c.

Inf. mood—To may; to can, &c.

Fut. tense—I shall might, &c.;

" " —I shall will, &c.

Fut. ind.—I may can or must shall, &c.; thou wiltst, and fut. tense.

Imp. mood—Shall I; shall ye or you; thou shallst, and fut. tense; I may be, &c., and past perf. and plup. of "to be."

Active voice—I may be, &c.

present.	past.	past part.
may	...	might
can	...	must.

1. (c) 

past tense.	past part.
frozen	having been frozen
gone	have gone
swam	have swam.

2. (a) *Home* is generally said to be *third* person, and we find it nom. in appn. with "it," nom. to "remains," and an adj. qual. "mighty."

*It*, com. noun; *it* a prep. rel. "home" to "he" and governs "be."

*That*, rel. pro. antec. "this," nom. after "is."

*That*, dem. adj. pro. qual. "this"; *that*, rel. pro., &c., nom. after "can be."

*That*, rel. pro. antec. "it," &c., obj. gov'd. by "can be."

*That*, rel. pro., &c., nom. to "is remains"; *that*, com. noun.

*Remains*, noun com., &c., nom. after "is," pres. part. of "to remain."

*Remains*, an adj. qual. "that"; past part. of trans. v. to remain.

*Remains*, past part. of "to remain," forming with "is" a comp. verb.

*Remains*, com. noun, &c., obj. gov'd. by "is."

2. (b) *What*, an *interrogative* pro., &c., poss. owning "heroes."

*What*, comp. rel. used as an adj. qual. *negroes*.

*What*, obj. by "who"; an adv. man. mod. "who shall say."

*When*, pro. 3rd sing. neut. obj. after "shall say."

*Honour's*, per. pro. sing., 2nd poss. by "lost"; noun, &c., poss. by "lost."

*Honour's*, poss. adj. pro. sing. 3rd owning "lost" noun, &c., nom. after "is."

*Honour's*, verb trans. act. voice, strong conjn.

*Is*, past. part. attrib. to "honour"; v. reg. 3rd sing. to agree with "I."

2. (c) *This*, an adv. of man. mod. "knows"; interrog. pro. nom. to "knows."

*This*, rel. pro. 1st sing. nom. to "knows"; a v. trans. act. indic. weak, 3rd sing.

*As*, pro., &c., nom. to "far"; prep. relating "granting" and "from" and gov. "from."

*As* (2nd), an adj. qual. "begging." *He*, obj. after "from" (com. ans.)

*He*, obj. by "granting"; com. noun obj. after "of."

*Begging*, an adj. qual. "peace."



No. 3 was very poorly answered, the average for all being only 16.3 per cent.—boys 15.8 per cent., girls 17.4 per cent. The answering under (a), (b), and (c), respectively, was for the boys 10.9 per cent., 6 per cent., and 30.3 per cent.; and for the girls, 21.7 per cent., 10.9 per cent., and 19.7 per cent. Under (a) were 183 total failures—boys 130, girls 53; under (b), 201—boys 139, girls 62; and under (c), 147—boys 93, girls 54. Under (a), 22—boys 11, girls 11—received full marks; under (b), 13—boys 7, girls 6; and under (c), 36—boys 27, girls 9.

- 4 (a). Illative word to "Who . . . too."  
(b). Adversative word to "There . . . side."  
(c). Disjunctive word to "He said that he . . . speaker."

- 4 (a). Who . . . name, prin. cl.  
Would stab . . . too, adj. cl. to "who."  
Did not . . . axe, prin. cl.  
Lie in his way, adj. cl. to "axe."  
The hangman's axe did lie not in the way=P.S. Who  
stabs my name would stab my person too=adj. to  
"hangman's," &c., &c.

- 4 (b). subj. pred. obj.  
There were two springs.

Twenty-seven examinees dealt with 4 (a) as the lines are usually punctuated, and among those who treated them as they appear in the "examination paper," the great majority called "Did not the hangman's axe lie in way?" a *principal* instead of a *simple* sentence.

5. (i.) "The captain with his men catches fish." As the obj. is plur. the v. must be *to*.  
(ii.) "My brother and I live in a village." The 3rd per. should not be used for the 1st.  
(iii.) This is *wright*; (i.) men caught—reason: men is plur., and catch is sing.  
(iv.) . . . tales were—reason: are is sing., and tales plur.  
(v.) This is *wright*; (iii.) laid was past tense, it ought to have been present "*lay*."  
(vi.) This is *wright*; (i.) . . . caught fish: catch is past tense, and caught is present.  
(vii.) "It is silly to say The Brisbane has overflowed its banks, because Brisbane is a town, and a town cannot overflow its banks."  
(viii.) . . . reproved sharply." When a sing. noun is connected by *and*, it required a verb in the plural, &c., &c.

6. In this question, 96 boys and 47 girls scored 50 per cent. or over.

7. Some examinees tried to answer (a), (b), and (c), instead of two of them; and, in general, very poor attempts were made.

- 7 (a). "This means that people who are rich should not be proud, and say nasty *angry* words at others."  
"People who live in glass houses should never throw stones, because they may break the glass."  
(b). "A bird in the hand will be fed and looked after more than a bird in the bush and therefore will look better than two birds in the bush would."  
(c). "Rome was not built in one day, but it was built in a great many days," &c., &c.

## MUSIC.

### For Admission as Pupil-Teacher of the First Class.

Question 1 was fairly answered by the majority.

Question 2 (a).—The clefs were badly formed—the bass clef was generally given as a C instead of  $\text{C}:(\text{F})$ , and was placed by several on the 3rd instead of on the 4th line. None could state why each clef is necessary, viz.—to avoid the excessive use of ledger lines in alto and tenor.

Question 2 (b).—Several gave a scale containing sixteen notes ascending.

Question 3 (b).—A few still confuse semibreve with minim rests, and also crotchet with quaver rest. Many answers were unintelligible without the questions, as examinees neglected to construct sentences.

Question 4 was answered in the following manner:—"Semi-breve, breve, demisemiquaver, 64 demisemiquavers equal to a breve." Evidently possessing the requisite knowledge the writers were too careless to express themselves intelligibly. The same remark will apply to the following answers:—"The treble clef is sung by women," "Each of the clefs are necessary," "The treble stave is used for placing women's voices on."

### For Admission as Pupil-Teacher of the Second Class.

Question 1.—Very few understand the difference between a *scale* and a *key*, the latter term being considered synonymous with the former. Although special attention was called to this point in these Notes last year (P.T. 4, question 2) yet many still

confuse "key" with "key signature" or "key note." When the notes which enter into a major or minor diatonic scale are considered generally, and without reference to any particular order or succession of them, they are collectively termed a *key*; and the root of the scale is called the *key-note*.

Question 2.—Several described correctly in words how scales are constructed, but neglected to use diagrams, so that children would not understand the explanation. Others attempted a description, although they were not familiar with the terms used. None constructed the scale descending.

Question 3.—What is "*meant*" by the relative minor was answered by explaining *how it is formed*. Some speak of single notes as if they were scales, thus—"The G will be the next scale." "The relative minor is the 5th note of a scale." "The relative minor of any scale is the 6th note."

Question 4.—"Triad" mistaken for "Triplet."

Question 5.—Several gave examples of all kinds of time, and showed how to beat them, instead of confining their answers to the question.

Question 6 (a).—Many failed to mark in the bars properly, and few could determine the key. The majority, looking at the key-signature only, stated that it was in the key of A major, forgetting that F sharp minor bears the same key signature.

Question 6 (b).—In the piece marked B, several did not notice that the natural on E had the effect of a sharp, and neglected to place a sharp before D in the key of A.

Only 68 examinees out of 202 on the list in this class hold the status of Pupil-Teacher, and hence the reason for so large a percentage of failures.

### For Admission as Pupil-Teacher of the Third Class.

This was decidedly the best set of papers, the percentage of passes being 82. The same faults exist as in the First Class with regard to constructing sentences in answering, e.g.—

Question 5 was answered "Dominant, Subdominant, Relative Minor." Others speak vaguely of modulation into the Dominant and Subdominant when they mean into the "*key*" of the Dominant, &c.

### For Admission as Pupil-Teacher of the Fourth Class.

These papers were fairly written by the majority. The chief fault was in answering more than was required.

Question 3 asked for triads on the tonics only, whereas several gave triads on each note of the respective scales of the keys named.

Question 4.—A "*stur*" is confounded with a "*bind*" or "*tie*" by many. Appoggiatura does not take "half the time of the second note added to itself."

Question 5.—Few knew the sol-fa names of the intervals in the chromatic scale.

### For Admission as Teacher of the Third Class.

Owing probably to the number of Temporary Teachers' papers many failures were found in this set. Generally the composition and spelling are far from creditable. Such expressions as "*highered*" (raised), "*second last*" (last but one), "*less short*," "*sang*" for "*sung*," "*will*" for "*shall*" (1st person future tense) are frequently used; and the following mistakes in spelling are not uncommon:—"Decended," "*origonal*," "*seires*," "*plative*" (plaintive), "*wemon*" (women).

Question 2.—Few are evidently aware of the fact that the common chords on the tonic and subdominant are major or minor according as the key is major or minor, but that the common chord on the dominant must always be major even in a minor key.

Question 5.—Notes of a lesson were very poor and consisted mostly of a description of the minor scale, of which few could give an accurate definition, the majority confusing it with "*minor key*" or "*relative minor*," as though the terms "*scale*" and "*key*" were convertible. Many stated that "the minor scale is formed by taking the third below or sixth above," presumably meaning that the tonic of a minor scale is found a minor third below its relative major.

### For Admission as Teacher of the Second Class.

Question 2.—The two methods mentioned in question 1 are the mutable and immutable, or in other words the old notation (mutable), and Wilhelm's method (Hullah's). Most of the examinees mistook the mutable for the tonic-sol-fa method, the advantages and disadvantages of which were not asked for. Many are not aware that Stimpson adopts the mutable method. Very few could answer question 2 intelligently, and are therefore unable to teach sol-faing.

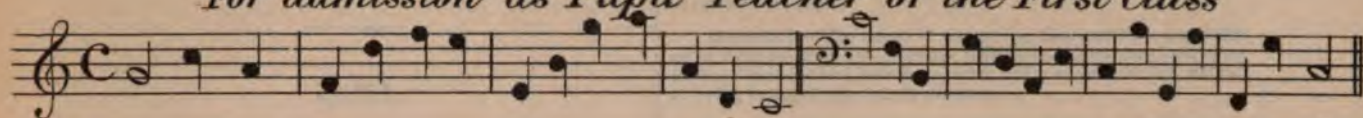
Question 4 asks for twelve essentially different scales, yet several gave F sharp, G flat or C sharp, D flat, which are identical or enharmonically parallel scales.



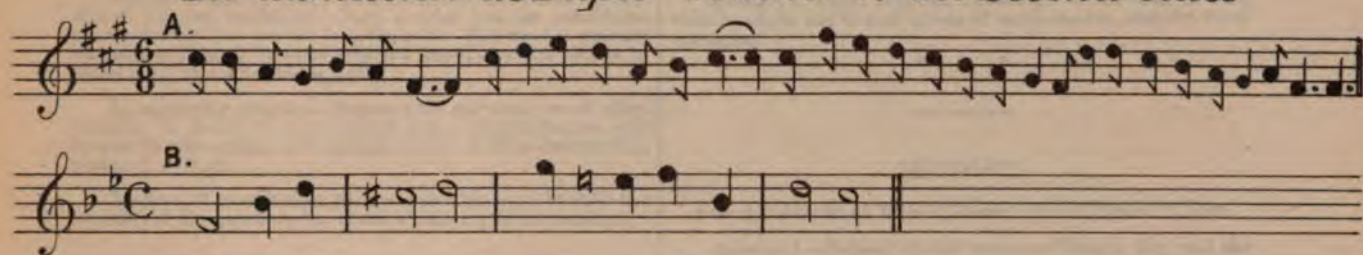
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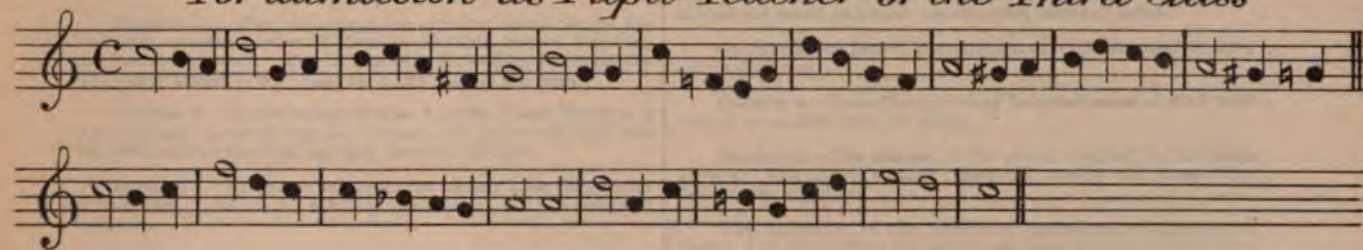
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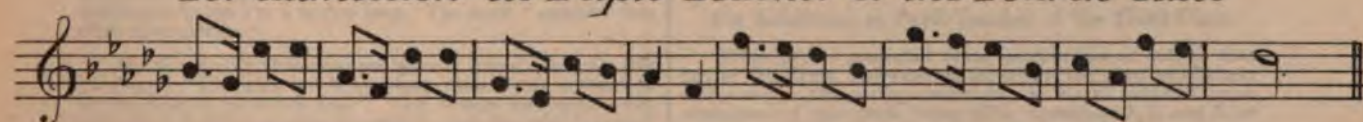
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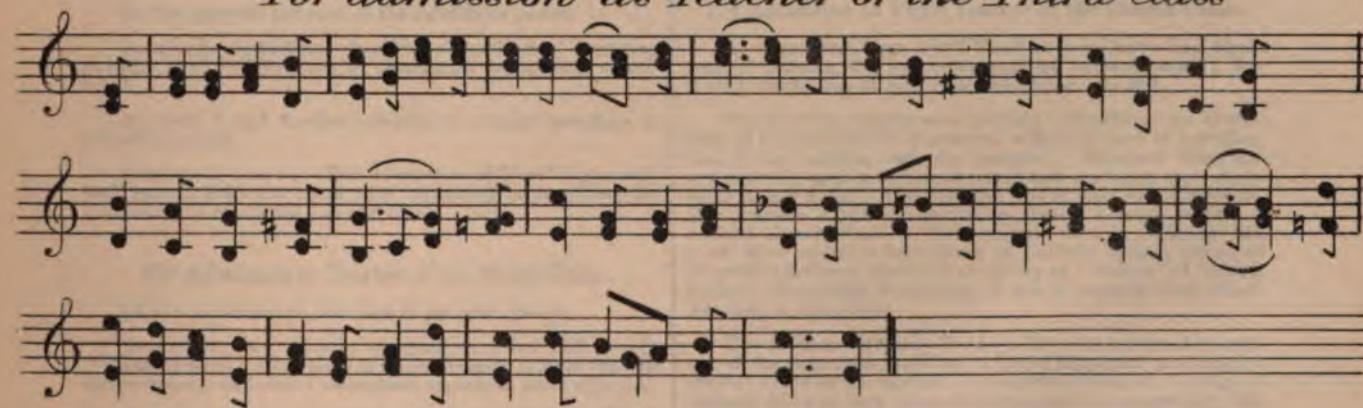
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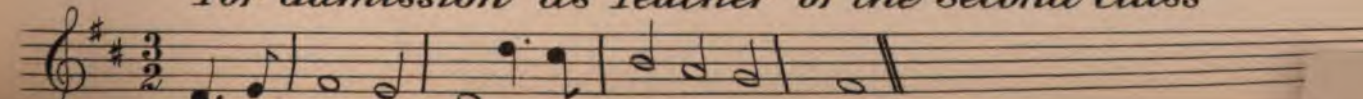
*For admission as Pupil Teacher of the Fourth Class*



*For admission as Teacher of the Third Class*



*For admission as Teacher of the Second Class*







**Question 5.**—The majority instructed a Pupil-Teacher how to teach a First Class instead of a Lower Second. Some took the key of B flat as a lesson in sol-fa for Lower Second, although this key is not required until Fourth Class is reached.

## DRILL.

**General Remarks.**—The papers were fairly well answered. Of all candidates 63·6 per cent. passed.

The Drill Book has not been studied *closely* enough. In the paper for P.T. 2 question 3, for example, very few seem to have noticed the advice given as regards the best extension motions to repeat.

The knowledge of drill is frequently too theoretical. Many absurd blunders would have been avoided had the candidates practised what they learned from the book. This want of practice was also evidenced by examinees not knowing which classes in school they should be able to drill.

In answering questions diagrams are not made use of often enough. It should be remembered that a simple diagram will frequently convey more information, and do it more clearly, than a page of writing.

Margins of examination papers were often used to write the numbers of the questions on, which is contrary to instructions.

### For Admission as Pupil-Teacher of the Second Class.

On this paper 46·2 per cent. of the candidates passed.

**Question 1.**—The length of pause before children break off after taking the side step in dismissing was variously given as extending from 1 second to 4 minutes. Many did not know how to dismiss children in single rank.

**Question 2.**—After extending the children many forgot the half-turn necessary before Extension Motions, Second Practice, can be entered upon. The first order in Extending Exercise was frequently stated to be "Rear rank one pace to the rear."

**Question 3.**—In describing Motion 8 of the First Practice it was generally asserted that the hands should be brought from the 7th position *over the head* and then down to the toes.

**Question 5.**—In too many papers the answer took the form of a brief list of *five or six words of command*. A "full account" was rare.

### For Admission as Pupil-Teacher of the Third Class.

On this paper 63·8 per cent. of the candidates passed.

**Question 1.**—Not a few asserted that the faster the time in marching the shorter would be the step—*e.g.*, one stated that a slow step would be 18 inches, a quick step 8 to 10 inches, and a double-quick step 5 to 6 inches long. The word "*cadence*" was often misunderstood.

**Question 2.**—The following are types of wrong answers to this question :—"Changing feet is necessary when a boy is found to be marching on his wrong foot." "To change feet take a hop with the foot which touches the ground when the order is given."

**Questions 3 and 5.**—Want of sufficient detail, and looseness of description were the commonest faults.

**Question 6.**—See remarks on question 5 for P.T. 2.

### For Admission as Pupil-Teacher of the Fourth Class.

On this paper 84 per cent. of the candidates passed.

**Question 1.**—Definitions often evaded, methods of executing an order, or effects produced by obeying an order, being substituted.

**Questions 2 and 6.**—See remarks on similar questions in preceding papers.

**Questions 3, 4, and 5.**—The "formation of fours" is generally well known, but some errors were committed in describing the movements of files 8 and 9 in question 3.

### For Admission as Teacher of the Third Class.

Of the candidates of this class 57 per cent. passed.

**Question 1.**—See remarks on question 1 for P.T. 4. In "changing front" many seem to know changing front in opposite direction only, and others understand *opposite* to mean *different*.

**Question 2.**—Very hazy notions as to what drill can be taught in a small space prevail. The movements are enumerated on page 2 of the Drill Book.

**Question 3.**—Only the three ways of changing front at the halt, mentioned on page 86 of the Drill Book, generally known; those given on page 37 and page 39 being unnoticed.

**Question 4.**—Many mistakes arose from mistaking *left* for *right*. Word of command often incorrectly given, as "Form squad to the right."

**Question 5.**—The errors in answering this question generally arose from reading the question carelessly. The children, after having been formed two deep, were left marching in file instead of being brought *into line as directed*.

### For Admission as Teacher of the Second Class.

Of the candidates for this class 91·1 per cent. passed in this paper.

**Questions 2 and 5** were answered too briefly.

**Question 4**, which required knowledge of the drill to each class in school and to each grade of pupil-teacher, was the worst answered.

## HISTORY.

### For Admission as Pupil-Teacher of the Second Class.

**Question 1.**—Beyond Cook's visits to Botany Bay and the Endeavour little is known of his actual discoveries; while those of Flinders are generally restricted to a few of those made early in 1802 on his voyage out from England.

**Question 2.**—The term "short account" is freely interpreted as—say all you can on the subject, examinees overlooking the fact that a short and well digested account, showing some amount of originality of treatment, is of greater value than pages of quotation from the text books. On the other hand, condensation should not result in a mere unconnected series of notes.

**Question 3.**—A few of the sketches of Victorian history were very satisfactory.

**Question 4.**—Statistics regarding the production of wool were almost invariably very far astray.

**Question 5.**—The courses of the rivers marked on the maps showing Leichhardt's route were in nearly all cases very incorrectly laid down.

The limitation of the number of questions to be answered makes it necessary that the questions given should be fairly comprehensive in character. Pupil-Teachers should therefore be trained to give answers to subjects as a whole instead of to individual paragraphs of Sutherland's history. It should also be noted that the book mentioned, though a useful work, does not on all points give information of the kind and to the extent required.

### For Admission as Pupil-Teacher of the Third Class.

These papers presented fewer peculiarities or defects than any of the others, and were, on the whole, the most satisfactory of the series; the average percentage of marks obtained by all examinees of this grade being 47·4. Questions 1, 2, and 5, or 2, 4, and 5, were those most generally answered. In some cases long answers were given in which there was a careful avoidance of definite particulars, and a dependence upon a series of general remarks on the subject. When dealing with the houses and clothing of the Northern Britons it was curious to note how little the young people brought up under the genial climate of Queensland realize the comparative rigour of that of North Britain.

### For Admission as Pupil-Teacher of the Fourth Class.

As emanating from Pupil-Teachers who have had three years of training, this was a disappointing series of papers; the average percentage of marks obtained being only 39·7.

The following defects were specially noticeable :—An abrupt style of commencement of answers, without a word of introduction of the subject, was very common. Pronouns were not unfrequently used in such an involved and confusing style as to make it very difficult to understand who or what was referred to. The omission of definite particulars, before referred to, was a marked characteristic of these papers; and is evidently the result of an exclusive dependence on Collier's history, which, as its preface declares, aims only at giving an "outline" of British history. Something in advance of this is required from Pupil-Teachers of this grade.

The question regarding Trial by Jury was answered by only ten of the examinees, and but a few of these had any clear or distinct views on the subject. Though the sketch of the reign of Richard II. was very generally attempted, comparatively few were able to give an account of the reign as a connected whole, but only in disjointed fragments, frequently in the form of a series of chronological notes. Many confined their attention to

events connected with the beginning and the end of the reign, to the exclusion of any reference to those of the intervening period; Tyler's insurrection in particular being made to bulk far too largely in the required "Sketch."

#### For Admission as Teacher of the Third Class.

In some respects these papers may be looked upon as the most important of the whole series, but comparatively few of the examinees show an intelligent grasp of the subject or a satisfactory capacity for dealing with it. The papers afford abundant evidence of undue haste and want of consideration on the part of the writers, resulting in weak composition, numerous blunders in regard to facts—many of them perfectly ludicrous—and very defective spelling. One paper had no less than 54 misspelt words. Another result was the writing of an immense amount of utterly irrelevant matter—especially in the answers to questions 1, 4, and 8—by which a great deal of time was wasted and the value of the answers depreciated. More mistakes were probably made in answers to the last question than in any of the others, the most common being the attribution to Cromwell of various things relating to Cranmer—especially in making him Archbishop of Canterbury, and in substituting Lord Guildford Dudley for "Dudley, Earl of Leicester."

#### For Admission as Teacher of the Second Class.

Some of the papers showed that the writers really understood what they were writing about; but a considerable number of the examinees were evidently unprepared to deal intelligently with the subject.

**Question 1.**—Answers too often showed a disposition to dwell unduly upon the personal characteristics of King James I., and to overlook the real objects of the Conference.

**Question 2.**—A Bill of Attainder was generally confounded with an impeachment.

**Question 3.**—The so-called arguments regarding ship-money were usually more fanciful than historically correct.

**Question 4.**—Accounts of the reduction of Scotland were too often restricted to narratives of the battles of Dunbar and Worcester.

**Question 5.**—The objects and provisions of the Navigation Act were on the whole fairly represented.

**Question 6.**—Scarcely any could give a rational account of the real grounds for the existence of government by a Cabinet.

**Question 7.**—The accounts of Milton and Marlborough seldom showed much breadth of view in dealing with biographical details, or of ability to depict character.

**Question 8.**—The point of the question was too frequently lost sight of owing to a readiness to drift into personal details.

A careful review of all the papers leads up to a conviction that history, as a subject for study, does not in many cases get justice at the hands of the teachers; the memory may be trained, but the intelligence is not sufficiently cultivated. And further, that while some of the examinees are profoundly ignorant regarding many things that they ought to know, others spoil their work by carelessness, and by want of attention to directions given, and to the terms of the questions propounded.

### LATIN.

#### For Admission as Pupil-Teacher of the Third Class.

Only one candidate presented himself in this subject, who, on the whole, answered fairly well.

Though No. 4, on the whole, is fairly answered, still we find—Nom., voc., and ac. plural, *domes*; gen. plural, *domum*; dat. and abl. plural, *domobus*. Gen. and dat. sing., *facei*; ac. sing., *facem*; ab. sing., *face*; ac. plur., *faces*; ab. plur., *pulchra faices*.

Under No. 6, which, on the whole, is only moderately answered, we find—*Onêres*, ind.; *ornis*, act.; *legemini*, imp. mood, pres. tense; *erudiremur*, pres. tense; *erudiamus*.

One, two, and four of 7 (b) are treated thus:—

- (1.) Homo est mortalis sciunt.
- (2.) Unus conditionem suum miserrimus.
- (4.) Hortu . . . cantabant et ornabant flore se.

#### For Admission as Pupil-Teacher of the Fourth Class.

Only one presented himself, and his answering on the whole was very indifferent indeed.

1 (a). "Aug. . . . house which for extent and for ornament was conspicuous, to through years four more of the same bed chambers in winter and in summer he remained, Supellex too also was the same for private elegance Seldom another's clothing is made use of more by a wife," &c.

1 (b). "Who made Marcenas in order that no one than the lot for himself. Either *raison* or chance gave these (things) I may live contented, I may praise different followings."

Under 2 (a) we find—*Mansi*, *manitum*, *manere*; *fui*, *futurus esse*; *utus est*, *utum iri*. And under 2 (b)—Gen. *supellicis*, *supellicum*. Under 5 (b) may be noted—Abl. sing., *clave*; gen. plur. *clavorum*; *pauperorum*; *atorum*; *arcorum*.

The imp. mood of *nolo* is given as *nolle*.

The following are samples of translation of English into Latin:—7 (2). Scimus ut sol longe abest ex terram. (3). Nego possit quin turpior est fallocere quam fallocitum ere. (4). Antequam aggredior his rebus, quis disputum est dicam quod, sentio sibi.

#### For Admission as Teacher of the Third Class.

Six candidates chose this subject, four of whom gained 50 per cent. or over. The average percentage scored was 51·7, the highest being 68·7 per cent., and the lowest 8·7 per cent.

The translation into English, though mostly creditable, is sometimes rather loose; but that of English into Latin is, as usual, mostly bad indeed. Thus:—"Movent castram: Caesar eodem agit. Ab tote provinciae et Aedibus . . . in partibus faciunt iteneres." "Clamoribus auditi in (rear) Germani vititi homines patribus suis occisis pepulsiit arinas suis abedit (colours) suis et cursit ab castra." "Hoc homo abitis (politeness) et incognotis vitae. Redixit litteram qui dixit mitteram eum quod qui cognoverat mors (worthy) homineum tulit in publice et relexit quum vitium intervenit, litteras mittere eum mico."

2. *Horrent*; horror, horatus sum, horarare. *Domum*; acc. gov. by "*reditionis*," obj. trans. v. is in acc. case.

4. *Rus*, *rusuis*, fem.; *tellus*, *tellui*, neut.; *cor*, *coris*, fem.; *humus*, *humeris*; *vulnus*, *vulnui*, fem.; *mus*, *mus*, fem.

5 (a). *Miserior* governs the ablative case; *credo* governs the acc. case; *potior* governs the nom. case.

5 (b). *Diu*, *ditior*, *dittimus*.

6 (a). Fut., *nolebo*, *volebo*, *maleam*, *noleam*, *voleam*; past per., *volveram*; past fut., *volvero*; imp. subj., *iar*, *nolerem*, *vellerem*; perf., *iterem*; pres. sub., *malleam*.

#### For Admission as Teacher of the Second Class.

Six candidates, of whom three scored over 50 per cent., chose this subject, the highest percentage gained being 57·3 and the lowest 35·3, the average for all being 48 per cent.

The translation of the Latin passages into English is mostly well done; but that of the English into Latin is, as heretofore, very poor indeed, and even in the former we find—"Juris, discordias, simulatas cum hostibus exercebant" rendered "No one coveted his neighbour's goods," and other passages might be cited equally wide of the mark.

2. *Audacia*, pl. nom. to "*curabant*"; *injuria*, sing. fem. accus. by "*ignoscere*"; *omnis*, sing. nom.; and *cotere* and *materie*, may be noted.

6 (a) "*Fari*, pres. wanting, fut. *fatut*, fut. infin. *fatuturus*; "*inquam*," fut. *inquiem*; perf., *inquivi*, *inquivisti*, perf. subj., *inquiverim*; plu. perf. subj., *inquivissem*.

8. "*Sedilia*": *sedes*; *sedilium*—

1st perf.	inf. act.	sup.
<i>effecit</i>	<i>efferi</i>	<i>effectum</i> .
<i>tenuit</i>	<i>teneri</i>	
<i>subiit</i>	<i>subiri</i>	
<i>effici</i>	<i>effacere</i>	
<i>surrexit</i>	<i>surgi</i>	
<i>suspiciit</i>	<i>suspici</i>	
<i>sepit</i>	<i>sepi</i>	

9 (b). The following are some samples of scanning:—

Insula di | ves opum | priam | i dum | regna | bant  
Contic | uere | omnes | intent | que ora | tenebant  
Inde | toropa | ter Aenae | as sic | ersus ab | alto  
Queis | an te o | a patrum | Trojae sub | moenib | us altia.

### EUCLID.

#### For Admission as Pupil-Teacher of the Third Class.

1 (a). In the sixth definition of this question *rhombus* was frequently taken as synonymous with *rhomboid*. It was not generally recognised that the postulate is a *problem*, and the axiom a *theorem*.

1 (b). The axioms dealing with *equalities* were asked for, yet the fourth and fifth axioms figured as part of the answer on the majority of papers.



2. Answers were supplied by all candidates but one, and with favourable results. The division into *general enunciation*, *particular enunciation*, &c., was clearly shown, the *determination* being occasionally omitted; but the note in brackets was usually regarded as applying to Nos. 3, 4, and 5 also.

3. About one in every five failed to recognise this as the corollary to I. 11, and left it untouched.

4. Book I., Prop. 19. Answers to this question were failures on one-third of the papers, there being a strong tendency to construct a figure similar to that of I. 18 or I. 20, and to mix up parts of these three propositions.

5. Omitted on four papers only; full marks were obtained by 40 per cent. of the candidates. Book I., Prop. 21.

#### For Admission as Pupil-Teacher of the Fourth Class.

1. This question was not attempted by one-fourth of the examinees, but was well handled by the remainder. The proof did not require a line joining G and H, though many cumbered their proof by this addition to the construction.

2. Potts' Euclid, p. 53, § 10 and 14.

3. The following is the simplest method:—Let DEF be any triangle, at the point F in the straight line DF make the angle DFG equal to the angle EDF (I. 23), then—

(i.) ED is parallel to FG (I. 27).

(ii.) Angles DEF, EFG = 2 right angles (I. 29).

(iii.) Angles DEF, EFG = Angles DEF, EFD, EDF (Const.)

(iv.) Angles DEF, EFD, EDF = 2 right angles.

4. Book I., Prop. 27.—The words "if possible," in the construction, were frequently omitted.

5. Book I., Prop. 45.—In several instances the answers were mixtures of I. 42 and I. 45; and in a few other cases of I. 44 and I. 45. One candidate made the rectilinear figure a triangle, and answered in the words of I. 42.

#### For Admission as Teacher of the Third Class.

1. (a) Much confusion in the application of the terms "equal triangles" and "equivalent triangles" was exhibited. I. 4 deals with equal triangles.

1. (b) "All those propositions which are demonstrated *ex absurdo* are properly analytical demonstrations." I. 6 is the first instance of an analytical demonstration.

2. This proof may be given in many different ways. The

following is among the simplest:—Let DEF be a right-angled triangle, and DEF the right angle; on EF describe the square EFGH; from HE and GH cut off parts HI, GJ equal to DE; on HI describe a square HIKL; join DK, KJ, JF. Then it can be shown—

(i.) Triangles DEF, KID, KLJ, JGF are equal.

(ii.) DKJF =  $DF^2$ , and HIKL =  $DE^2$ .

(iii.)  $DKLGF - (KLJ + JGF) = DF^2$ ;  
 $DKLGF - (DEF + KID) = EF^2 + DE^2$ .

(iv.)  $DF^2 = EF^2 + DE^2$ .

3. Four cases may be considered in this deduction. As a rule one only was dealt with—viz., that in which the two lines receiving the perpendiculars meet when produced; and the straight line bisecting the angles formed at their junction, when also produced, will intersect the line from which the perpendiculars are to fall.

4. Let D, E, F, be the three given straight lines; trisect each of these (Potts' Geom. Ex., p. 69); construct a triangle GHI, having its side GH equal to  $\frac{2}{3}$  of D, GI equal to  $\frac{2}{3}$  of E, HI equal to  $\frac{2}{3}$  of F. Through H draw HK parallel to IG; through G draw GK parallel to HI; join KI, cutting GH in J; produce IG to L, making IL equal to E; join KL; produce KL and HG to meet in M; join ML. Then MKI is the triangle to be constructed. Join HL and HO, when the proof follows easily by I. 35 and 41.

5. Book I., Prop. 44. This proposition presents no difficulties to an ordinary student; yet was a total failure, or unattempted on one-third of the papers.

6. Book II., Prop. 4. Five students left this question unanswered; but five-eighths of the examinees gained more than 75 per cent. of the marks allotted.

7. Book II., Prop. 11, yielded very creditable work; the principal errors were—

(i.) The side of the square was bisected, and the produced part made equal to half the side.

(ii.) II. 3 instead of II. 6 was several times employed in the proof.

#### For Admission as Teacher of the Second Class.

1. Book II., Prop. 14. Instead of employing a rectangle, the construction frequently ran "describe a parallelogram EFGH equal to the given rectilinear figure D," and the proof failed, since the triangle, of which the radius formed the long side, was not necessarily a right-angled triangle.

2. Book III., Prop. 13. Very frequently the construction was complicated, and the proof obscured, by fixing the centres of the circles, and drawing radii to the supposed points of contact.

3. Book IV., Prop. 14. The construction required for IV. 13 was in many cases substituted for that of the given proposition, and a laborious proof of the bisection of the three remaining angles of the figure was given, when a reference to IV. 13 was sufficient.

4. The shortest proof of this deduction is obtained by the following construction:—Let DEF be the given triangle, bisect the base EF in I, through I draw IH parallel to ED, meeting DF in the point H; and through H draw HG parallel to EF, meeting DE in the point G. Then EIGH is a parallelogram, the triangles DGH, HIF by I. 26 are equal; DH is equal to HF; HI is equal to GD and GE; GH is equal to EI and IF.

5. Let DE be the given straight line, produce DE to F, making DF equal to the diagonal of a square of which DE is a side. From ED cut off EG equal to EF: then DE is divided in the point G so that  $DG^2 = 2GE^2$ . Apply II. 10 and the proof follows.

6. Let DEFG be any parallelogram. Join DF and EG. From D and E drop perpendiculars DH and EK on GF, or GF produced, meeting GF or GF produced in H and K. Then—

(i.)  $EG^2 = EF^2 + FG^2 + 2GF.FK$  (II. 12).

(ii.)  $DF^2 = DG^2 + FG^2 - 2GF.GH$  (II. 13).

$DE = GF = HK$ . From GF and HK take away HF.

$GH = FK$   $2GF.GH = 2GF.FK$ .

Add I. to II.

(iii.)  $EG^2 + DF^2 = EF^2 + FG^2 + DG^2 + FG^2$   
 $DE = FG$ .

(iv.)  $EG^2 + DF^2 = EF^2 + FG^2 + DG^2 + DE^2$ .

7. Taking Potts' figure of II. 4—

$AB^2 = AB.AC + AB.BC$  (II. 2)

$= AF + CE$

$AF = AD.DH = DH^2 + DH.HA = AC^2 + AC.CB$  (II. 3.)

$CE = BE.BC = BK^2 + BK.KE = BC^2 + AC.CB$

$\therefore AB^2 = AC^2 + BC^2 + 2AC.CB$ .

\* \* \* \* \*

#### NEEDLEWORK.

##### For Admission as Teacher of the Second and Third Class.

There were examined 19 papers in Class II., and 133 papers in Class III. Eleven of the former and 68 of the latter gained the required 50 per cent. or over. Little fault can be found with the answers given in theory of needlework, either in these two divisions or in any of the others, excepting indeed that some of the answers were *too long*. If, however, the examinees were compelled to depend for "a pass" on their *skill in sewing*, only 5 Second Class and 26 Third Class candidates would have passed in needlework.

In the "practice" of sewing, the slip-bodice was properly fixed and tacked by most of the examinees; but darning a "bias" cut and the embroidery stitch have yet to be learnt.

##### For Admission as Pupil-Teacher of the Fourth Class.

Most of the examinees are ignorant of the simple matters involved in questions 1 and 2 of the Theory. In the "practice" for this division the only difficulty was in gathering the front of the pinafore and stocking in the gathers to the band. This was, with very few exceptions, badly done. Some did not attempt to "stock-in" the gathers, but merely fastened on the band with the "feather-stitch." Many did not know how to gather and "stroke" gathers for "stocking-in."

Eighty-six were examined in this division. 47 passed.

##### For Admission as Pupil-Teacher of the Third Class.

Of seventy-four examined, eleven failed in theory and twenty-eight on the whole. The percentages ranged from 10 to 76. Three gained over 70 per cent.

Some very bad work indeed was produced in this division. Many of the examinees *cannot sew at all*. This statement is proved by the fact that the results of the *practical work* of eleven examinees range from 3 to 23 marks.



### For Admission as Pupil-Teacher of the Second Class.

As in the other divisions the theory of Needlework receives far more attention than the practice.

About 50 per cent. of the examinees folded the tuck as directed "lengthwise on cloth." No attention was paid to the right or wrong side of work when begun.

Not more than ten of the examinees fixed the patch according to the most approved method—viz., patch on *wrong* side, top-sewing on *right* side, hemming on *wrong* side.

After careful consideration of the answering, I come to the conclusion that teachers pay too little attention to the practical part of the work, and trust too much to reading up text-books with the hope of obtaining a "pass." Such a system of study must result prejudicially on their powers as teachers of Needlework in our Schools. It may be well to consider whether it would not be advisable in future examinations to limit the questions solely to practical work.

The poor samples of sewing exhibited by a large percentage of the examinees prove their unfitness as teachers of this branch. There is urgent need for increased effort on their part to improve themselves in practical Needlework.

## SCHOOL MANAGEMENT.

### For Admission as Pupil-Teacher of the Fourth Class.

Question 2 was fairly well answered throughout the set. In the answers to question 3 effects were substituted for causes in nearly every instance. "Mumbling and inaudibility," "slurring over the final syllables," and "unheeded emphasis" are evidently not causes, but *features* or *marks* of bad reading. Some fancied that monotonous reading could be remedied by simply raising the pitch of the voice. Many, however, saw that the cure for the evils enumerated was to be sought for in the practice of giving the pupils a clear conception of the passage to be read, and by frequent pattern-reading for their guidance and example.

Question 4 was feebly answered in nearly all the papers. It would have been well if the meagre hints on the teaching of the parts of speech given in Park's Manual had been supplemented by ideas from the excellent article on grammar in Currie's Common School Education, pp. 350-355.

About 50 per cent. of the answers to question 5 were carefully and correctly given, but in many instances the special characteristics of the rivers in question were omitted, the meagre descriptions and vague generalities set down being quite as applicable to the Amazon or the Danube as to the Nile or the Ganges. 58 passed; 62 failed.

### For Admission as Temporary Teacher.

There was shown generally a want of thorough preparation of the work required. The study of Joyce's chapters on method is desirable, not alone for examination purposes, but also as forming an excellent guide for effective teaching in elementary schools.

In question 2 the plans mostly given for securing attention at lessons were confined to the coercive principle of *compelling* attention rather than to the moral force in the personal character of the teacher for *winning* and *retaining* it. In like manner was the infliction of punishment the chief means set forth for securing neatness and care in the work of the home exercises. A few realised how much could be effected by intelligence and sense in setting work suitable in character and quantity, by care and exactness in correcting the work, and by guidance and encouragement in the pupils' efforts at improvement.

Question 3 was fairly well answered, except in a few instances, where failure arose from want of sufficient geographical knowledge.

In question 6 much time was wasted in attempting to arrange a different order of work for every school day in the week. About 30 per cent. of the examinees showed intelligent appreciation of what was required by taking one day's work as a sample, by dividing their own labours in a sensible way among the classes, and by arranging for such allotment of time as was suited to the relative importance of the subjects of instruction. Fifteen passed, eighteen failed.

### For Admission as Teacher of the Third Class.

In question 2 but a small percentage of the examinees understood the difference between the mechanical conditions coming under the head of "order" and the higher qualities affecting the morals, principles, and tone of pupils which satisfy the conditions of "discipline."

Questions 3 and 4 were satisfactorily answered by most, though some of the best answers to question 4 were marred by superfluous and puerile directions suited rather to junior classes than to pupils in Fourth and Fifth.

In dealing with the extract in question 5 very many of the examinees appeared not to have fully understood the thoughts embodied in the paragraph. Mere lists of questions on meanings of words are but ill-calculated to bring into prominence the leading ideas or to duly expand these. It would appear as if a

large percentage of our young teachers are not being trained in the proper method of questioning in such a manner as would be likely to instruct, interest, and educate pupils. There were indeed a few teachers who showed a high degree of skill, of order, and of intelligence in their forms of questioning. For hints on the matter of questioning I commend examinees to Gladman's School Work, pp. 136 to 147; Joyce, pp. 158 to 161. Currie, pp. 289 to 295. The Time Tables as far as written were in general suitably planned, though in some papers there was shown want of judgment in the undue length of time appointed for certain lessons. For instance, we find one and a-quarter hours given *continuously* to a lesson in transcription or in writing for the lower classes: under such conditions fully half the above-named time is likely to be spent by the pupils either in idleness or disorder. In many papers too little time was allowed for reading and mental arithmetic in the upper classes and too much time for drill. In a few instances the subject of reading in Fourth Class was either entirely omitted, or, as a subject of little moment, was relegated to a late hour in the afternoon.

In dealing with question 7 about 40 per cent. of the examinees wasted a great deal of time in writing out at length the General Instructions bearing on the points raised in the question. The *Instructions* were not called for but the *Regulations* were, and these latter could have been dealt with in a few lines of writing. No wonder that some of these examinees complained of want of time to complete the paper.

### For Admission as Teacher of the Second Class.

Questions 2 and 3 were generally well answered. Some teachers, however, showed but poor appreciation of the nature of sympathy as an all-important factor in the training and controlling of children. (See Gladman's School Work, pp. 45 to 47 inclusive.)

In question 4 the example most commonly selected to illustrate the difference between "telling" and "eliciting" was the direction of the course of the Amazon—no doubt a fairly good example; but judging from the uniformity of idea and expression shown by a large number of the examinees, it would appear as if the wording of some text-book on this point had been committed to memory without effort at thoroughly grasping the principle, and of applying it in ways outside the form given in the text-book.

The answering to question 5 was generally good, but many teachers erred in the manner described in remarks on answers to question 2 for Temporary Teachers.

In dealing with the organization of the school referred to in question 6, the papers were often disappointing, the most common faults being want of definiteness in specifying the distribution of the Head Teacher's time, and in the apportioning of time to the schedule subjects. For Fourth and Fifth Classes we find only half-an-hour weekly set down for composition, one hour for geography, while music is allotted three hours. Again, in another paper the subjects of reading and drill for Fifth Class were placed on a level, each receiving one hour thirty minutes weekly. In another paper, Third Class received two hours weekly for notation and numeration, and only half-an-hour for mental arithmetic. The arrangement of the staff was generally satisfactory. Forty passed and 18 failed.

## ALGEBRA.

### For Admission as Pupil-Teacher of the Third Class.

1 (a). A trinomial was often taken as meaning an algebraical quantity of three *factors*. *Formula* was seldom recognised as plural in form.

2. (i.) The factor  $4a^2 + 6ac + 9c^2$  was occasionally regarded as equal to  $(2a + 3c)^2$ .

(ii.) Frequently given as equivalent to  $(a^3 + b^3)(a^3 - b^3)$ , neither of which is a prime factor.

3. The frequent changes of sign, from the minus character before the brackets, caused numerous mistakes, especially in the right-hand half of the expression; the answer is  $3 - 4x$ .

4. Correctly solved by the majority of candidates:—  
 $2a^3 - 6a^2b + 18ab^2 - 27b^3$ . Ans.

5. The many failures to solve this simple equation does not speak well for the quality of the instruction supplied. The least common denominator is  $x(a^2 + ab)$ , and the terms cancel until—

$$\begin{aligned} -a^2b - ab^2 &= a^2x + abx \\ -b(a^2 + ab) &= x(a^2 + ab) \\ x &= -b. \end{aligned}$$

6. Correctly handled by 25 per cent. of candidates:—

$$\begin{aligned} \text{Let } x &= \text{real value of horse} \\ g. & \qquad \qquad g. \\ 50 - x &= \frac{3}{4}(x - 40) \\ x &= £48. \end{aligned}$$

The guineas were frequently taken as sovereigns, and the answer returned as £45.

### For Admission as Pupil-Teacher of the Fourth Class.

1. Every candidate attempted this question, and full marks were gained by 77 per cent. of the examinees.

2. Sufficient care has not been taken by head-teachers to explain the system under which divisors are built up, and the cond divisor in this example was incorrect on 30 per cent. of the papers; while 10 per cent. of the candidates did not attempt to work out an answer. Chapter XVII. of Todhunter's larger algebra will be found useful by those conducting pupil-teachers' classes.

3. Rather less than 20 per cent. of candidates obtained full marks for this question. The answer is  $2a^3 + 2ab - b^3$ .

4. This example produced very unsatisfactory results, including 70 per cent. of total failures. Of the three quantities—

$$a^3 + 5a + 10 \text{ is prime.}$$

$$a^3 - 19a - 30 = (a - 5)(a^2 + 5a + 6).$$

$$a^3 - 15a - 50 = (a - 5)(a^2 + 5a + 10).$$

The factors of the required L.C.M. are—

$$(a - 5)(a^2 + 5a + 6)(a^2 + 5a + 10); \text{ or}$$

$$(a^3 - 19a - 30)(a^2 + 5a + 10).$$

5. There were two fertile sources of error in this equation—

(i.) The simplification of—

$$-\frac{4}{5} \cdot \frac{7x-9}{3}; \text{ and}$$

(ii.) The reduction of—

$$6 + \frac{x-1}{3} \text{ to a simple fractional form having 3 as a denominator.}$$

No attempt was made to solve this equation by 36 per cent. of the candidates.

6. Correctly worked by 15 per cent. of the examinees.

Let  $x$ =tens' digit;  $x-5$ =unit digit.

Any given digit in tens' place=10 such digits in unit place.

$$10x + (x-5) = \text{number required.}$$

$$10(x-5) + x = \text{number with digits reversed.}$$

$$x + (x-5) = \text{sum of digits.}$$

$$\frac{10(x-5) + x}{x + (x-5)} = 3.$$

$$x = 7.$$

$$x-5 = 2.$$

72 is the number required.

### For Admission as Teacher of the Third Class.

1 (a). Full marks were gained by 70 per cent. of teachers

$$\text{Ans. } \frac{2}{1+a^3+a^4}.$$

1 (b). The L.C.M. was generally recognised as  $a^3b-b^3$ , but many careless errors were found in the simplifying processes, and full marks were secured by less than 50 per cent.

$$\text{Ans. } \frac{b}{a+b}.$$

2 (a) and (c) were correctly solved by more than half the candidates.

2 (b) and (d) produced an unexpected crop of mistakes.

$$(a) \quad x = 11.$$

$$(b) \quad x = \frac{a}{b}(b+d-e).$$

$$(c) \quad x = 4 \quad y = -5 \quad z = 6.$$

$$(d) \quad x = \frac{1}{2}(c+d-b) \\ y = \frac{1}{2}(b+d-c) \\ z = \frac{1}{2}(b+c-d).$$

3. A total failure on about half the papers.

Let  $x$  = missing factor of ratios in feet.

$$(\text{Hypotenuse})^2 = (3x)^2 + (4x)^2$$

$$(25)^2 = 25x^2$$

$$x = 5$$

$$\text{Sides} = 5 \times .$$

4. Full marks were so candidates.

Let  $x$ =Portion of work as

$$\begin{aligned} \text{" } y &= \text{" } \\ \text{" } z &= \text{" } \end{aligned}$$

Then  $3x + 4y + 4z = \frac{1}{2}$  the work

ii.  $9x + 3y + 6z = 1$  (or the whole of the work)

iii.  $x + 2y + 4z = \frac{1}{4}$  the work.

Multiplying (i.) by 3, and subtracting (ii.)  $9y + 6z = \frac{1}{4} = \text{iv.}$

" (iii.) by 9, " " "  $15y + 30z = 1\frac{1}{4} = \text{v.}$

" (iv.) by 10, " (v) by 6  $z = \frac{1}{14}$

Portion worked by 1 boy in 1 day  $= \frac{1}{14}$

Time required by " for whole work  $= 48 \text{ days.}$

5. Only four of the examinees obtained full marks for this question. The candidates failed to remember that a game won brought 2s. to the winner, while a lost game diminished each loser's money by 1s.

Let  $x$ =number of games won by A.

$$\frac{s.}{12} + \frac{s.}{2x} - \frac{s.}{17-x} = 7$$

$$3x = 12$$

$$x = 4 \text{ and A wins 4 games.}$$

$$\text{Similarly B " 5 "}$$

$$\text{and C " 8 "}$$

6. Attempted by 75 per cent. of examinees, and full marks awarded to 38 per cent. The answer is 144 oranges.

### For Admission as Teacher of the Second Class.

1 (a). There were 46 per cent. of total failures in answer to this question.

$$(i) \quad \sqrt[5]{5} = 5^{\frac{1}{5}} = 5^{\frac{3}{15}} = 125^{\frac{1}{15}} = \sqrt[15]{125}.$$

$$(ii) \quad 2^{\frac{3}{4}} = \sqrt[4]{2^3} = \sqrt[4]{8} = 12^{\frac{1}{4}} = 12^{\frac{3}{12}} = 144^{\frac{1}{12}} = \sqrt[12]{144}.$$

$$(iii) \quad 3(4\frac{1}{4})^{\frac{1}{3}} = \frac{3}{(4\frac{1}{4})^{\frac{1}{3}}} = \left\{ \frac{729}{\frac{1}{4}} \right\}^{\frac{1}{3}} = 162^{\frac{1}{3}} = \sqrt[3]{162}.$$

They are therefore arranged in ascending order.

1 (b). Seldom omitted by candidates, and usually correct in method. Answer:  $\frac{1}{1-a^2}$ .

2. Total failures resulted in (a) in 40 per cent. of the papers, and in (b) in 66 per cent. The usual formula—

$$\sqrt{(a \mp \sqrt{b})} = \sqrt{x} \mp \sqrt{y}$$

was employed, but the roots may frequently be found by inspection, thus—

$$\begin{aligned} \sqrt{\frac{11}{16} - \frac{1}{4}\sqrt{2}} &= \sqrt{\frac{11}{16} - \frac{1}{4}\sqrt{2} + \frac{1}{16}} \\ &= \sqrt{\frac{1}{16} - \frac{1}{4}\sqrt{2} + \frac{1}{16}} = \frac{1}{4}\sqrt{2} - \frac{1}{4} \text{ Ans.} \end{aligned}$$

3. The equations were (i)  $x^2 - 12x + 20 = 0$  or  $x^2 - 12x = -20$ .

$$(ii) \quad x^2 - 2x - 3 = 0 \text{ or } x^2 - 2x = 3.$$

$$(iii) \quad x^2 - 4x - 5 = 0 \text{ or } x^2 - 4x = 5.$$

Although the students were required to "form equations," many answers were given thus—"  $x^2 - 12x + 20$ . Ans."

4. On 8 papers both examples were worked correctly; on 20 others one of the two was correct. The answers were—

$$x^{\frac{1}{2}} + y^{\frac{1}{2}} - z^{\frac{1}{2}}; \text{ and}$$

$$a^{\frac{1}{2}} + 2a^{\frac{1}{2}}x^{\frac{1}{2}} + 3a^{\frac{1}{2}}x + 2a^{\frac{1}{2}}x^{\frac{1}{2}} + x^{\frac{1}{2}}.$$

5. In solving this equation the right-hand equality should be left untouched, the denominator of the fractions on the left reduces to unity, and the equation becomes—

$$4x\sqrt{(x^2-1)} = 8\sqrt{(x^2-1)}.$$

Quite a number of teachers could not reduce this without the help of a quadratic equation, instead of dividing by  $\sqrt{(x^2-1)}$ , when—

$$4x = 8$$

$$x = 2. \text{ Ans.}$$

blem was a total failure on 26 per cent. of the

1st number and  $y = 2$ nd number.

$$= 72 \quad \text{ii. } x^2 - y^2 = 17$$

$$: \frac{72}{y} \text{ substitit } \left( \frac{72}{y} \right)^2 - y^2 = 17$$

the numbers are found to be 9 and 8.

answers were fully correct; the loss errors of procedure, and not to answers were—

$$23 \text{ hrs. } \begin{cases} 88\frac{1}{2} \text{ miles} \\ 71\frac{1}{2} \end{cases}$$



8. Few candidates attempted to solve this equation. Of several solutions the following may be suggested :—

A to B. Let $x$ = level road in miles. Let $y$ = descending slope in miles. $7\frac{1}{2} - (x + y)$ = ascending slope in miles.	B to A. Let $x$ = level road in miles. Let $y$ = ascending slope in miles. $7\frac{1}{2} - (x + y)$ = descending slope in miles.
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(i.) $\frac{x}{3\frac{1}{4}} + \frac{y}{3\frac{1}{2}} + \frac{7\frac{1}{2} - (x + y)}{3} = \frac{\text{hrs.}}{2\frac{7}{8}}$	(ii.) $\frac{x}{3\frac{1}{4}} + \frac{y}{3} + \frac{7\frac{1}{2} - (x + y)}{3\frac{1}{2}} = \frac{\text{hrs.}}{2\frac{1}{2}}$
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Subtracting (i.) from (ii.)  $y = \frac{67 - 8x}{16}$   
Substituting in (ii.)  $x = 4\frac{1}{2}$  miles.

9. Attempted by 30 per cent. of examinees, and correctly worked by 16 per cent.

Let  $x$  = price of pineapples on Tuesday in shillings.  
Let  $y$  = price of pineapples on Wednesday in shillings.

(i.) $10x + 10y = 2\frac{1}{2}$	$x = \frac{13 - 60y}{60}$
(ii.) $2\left(\frac{20}{12x}\right)y = 1$	$y = \frac{3}{10}x$

$x = \frac{13 - 60(\frac{3}{10}x)}{60} = \frac{d.}{2}$	$\left. \begin{array}{l} \\ \\ \end{array} \right\} \text{Ans.}$
$y = \frac{1}{10} \text{ of } 2 = \frac{d.}{5}$	

\* \* \* \* \*

PENMANSHIP.

For Admission as Pupil-Teacher of the Third Class.

Small hand was generally too small and too carelessly written. Want of proportion in loops and curves, feathery strokes, and curved instead of slant lines were the most common defects in both large hand and small hand. Some candidates lost marks by neglecting to write *large* hand. Both capital and small letters were used in writing, in plain print, the word "Biography." More practice in formal writing should be afforded to pupil-teachers.

\* \* \* \* \*

For Admission as Pupil-Teacher of the Second Class.

Copy-setting for a Lower Second Class should be in text or round hand; the majority wrote the copy in small hand. Long letters in text hand should not be looped. The letters badly formed are a, g, r, s, and z. Generally the writing is sloped too much, and the letters are not placed at a uniform distance asunder. Very few hold the pens properly, and hence the down-strokes have ragged edges.



## EXAMINATION PAPERS FOR EXHIBITIONS TO UNIVERSITIES, 1890.

## GEOMETRY.

Professor Gurney, M.A. Mr. E. M. Moors, M.A.

1. In any right-angled triangle the square described on the side subtending the right angle is equal to the sum of the squares on the sides containing the right angle.

Show how two given squares may be cut into pieces which will fit together to form a new square.

2. If a straight line, terminated by the sides of a triangle, be bisected at  $O$ , then no other straight line through  $O$ , and terminated by the same two sides, can be bisected there.

3. In every triangle the square on the side subtending an acute angle is less than the squares on the sides containing this angle by twice the rectangle contained by either of these two sides and the projection on it of the other.

4. In the same or equal circles the angles which stand on equal arcs are equal to one another, whether they be at the centres or circumferences.

The feet of the perpendiculars drawn from any point on the circumscribing circle of a triangle to the sides of the triangle lie on a straight line.

5. The centres of the inscribed and circumscribed circles of a triangle will not coincide unless the triangle is equilateral.

6. Describe an isosceles triangle, having each of the angles at the base double of the third angle; also inscribe a triangle in a circle, having each of the angles at the base one-third of the angle at the vertex.

7.  $AD$ ,  $AE$  are the internal and external bisectors of the angle  $A$  of a triangle  $ABC$ , meeting the side  $BC$  in  $D$ ,  $E$ ; show that  $BD$  is to  $DC$  as  $BA$  to  $AC$  as  $BE$  to  $EC$ .

The rectangle contained by the two sides of a triangle is greater than the square on the internal bisector of the vertical angle by the rectangle contained by the segments of the base.

What is the corresponding proposition for the external bisector?

8. Triangles which have one angle of the one equal to one angle of the other, have to one another the ratio which is compounded of the ratios of the sides about the equal angles.

9. The three external bisectors of the angles of a triangle cut the sides in points which lie on a straight line.

10. Prove that the foot of the focal perpendicular on the tangent to a parabola lies on the tangent at the vertex.

11. The sum of the focal distances of any point on an ellipse is constant.

If  $SH$  subtend a right angle at  $B$ , find the ratio of  $CA$  to  $CB$ .

## ARITHMETIC AND ALGEBRA.

Professor Gurney, M.A. Mr. E. M. Moors, M.A.

1. Find to the nearest penny the sum which must be paid one year hence, and again two years hence, to exactly repay a present loan of £500, interest being calculated at six per cent. per annum.

2. Find the weight of a conical buoy which is made of iron  $\frac{1}{8}$  inch thick, its height being 8 feet and diameter of the base 6 feet (outside measurements). One cubic foot of iron weighs 450 lbs.

3.  $A$  can give  $B$  2 yards,  $C$  5 yards, and  $D$  10 yards start in a mile. If  $A$  does not run, what start must  $C$  and  $D$  have in a mile so that  $D$  may win by half a yard from  $B$  and  $C$ , who run in together?

4. Find the condition that—

$ax^3 + bx^2 + cx + d$  and  $px^3 + qx^2 + rx + s$  may have a common quadratic factor.

5. Show that if a quadratic equation is satisfied for more than two values of the unknown quantity it is satisfied for all values.

relations:—

$$\sqrt{b+x} = 2\sqrt{a+b+x}.$$

7. When any number of terms of a square root have been found in ascending integral powers of some letter, prove that as many more may be found by ordinary division.

8. Define ratio and proportion.

Prove that if  $A$  varies as  $B$  when  $C$  is constant, and varies as  $C$  when  $B$  is constant, then  $A$  varies as the product of  $B$ ,  $C$  when they both vary.

9. Define harmonic progression, and show that the geometric mean of two quantities is greater than their harmonic mean.

If  $a$ ,  $b$ ,  $c$  are in  $A.P.$ , and  $a^2$ ,  $b^2$ ,  $c^2$  in  $H.P.$ , show that  $bc + ca + ab = 0$ .

10. Resolve into partial fractions—

$$\frac{6 + 2x + 2x^2 + 3x^3}{(1+x^2)^2(1+x)}.$$

11. Prove the Binomial Theorem for a positive integral exponent.

Show that if  $c_r$  is the coefficient of  $x^r$  in the expansion of  $(1+x)^n$

$$\begin{aligned} c_1 - \frac{c_2}{2} + \frac{c_3}{3} - \frac{c_4}{4} + \dots + (-1)^{n-1} \frac{c_n}{n} \\ = 1 + \frac{1}{2} + \frac{1}{3} + \dots + \frac{1}{n}. \end{aligned}$$

## TRIGONOMETRY.

Professor Gurney, M.A. Mr. E. M. Moors, M.A.

1. Explain the method of measuring angles by circular measurement.

An angle is given, in circular measure, to two places of decimals, and an error of one is made in the second decimal place; find the error in the calculated length of the corresponding arc of a circle, whose diameter is 20 feet.

2. Shew that, whatever be the magnitude of  $\theta$ ,  $\sin \theta$  must have some value between +1 and -1, while  $\tan \theta$  may have any value whatever.

Explain the convention as to the meaning of the signs + and - in such equations as—

$$\begin{aligned} \cos(-30^\circ) &= \frac{\sqrt{3}}{2} \\ \tan 135^\circ &= -1. \end{aligned}$$

3. Prove, geometrically or otherwise, that

$$\cos \theta - \cos \gamma = -2 \sin \frac{\theta + \gamma}{2} \sin \frac{\theta - \gamma}{2}$$

Deduce from this equation the corresponding value of  $\sin \theta + \sin \gamma$ .

4. Obtain the complete solutions of the equations—

$$\begin{aligned} \text{(i.) } \tan \gamma &= \operatorname{cosec} 2\gamma \\ \text{(ii.) } \cos 5\theta + \cos 3\theta &= 1 + \cos 2\theta. \end{aligned}$$

5. If the horizon, visible to a person whose eye is eight inches above the surface of a smooth lake, is a circle whose radius is a mile, find an equation giving the radius of the earth in miles.

6. If  $\tan \beta = \frac{\sin x \sin \theta}{\cos \theta - \cos x}$ , find  $\tan \theta$ .

7. Prove that in any triangle—

$$\begin{aligned} \text{(i.) } \tan \frac{1}{2} \frac{B-C}{2} &= \frac{b-c}{b+c} \cot \frac{A}{2} \\ \text{(ii.) the area of the triangle} \\ &= \sin \frac{A}{2} \sin \frac{B}{2} \sin \frac{C}{2} \left( \frac{a^2}{\sin A} + \frac{b^2}{\sin B} + \frac{c^2}{\sin C} \right). \end{aligned}$$

8. Find an expression for the radius of the circle circumscribing a given triangle  $ABC$ .

If  $I$ ,  $I_1$ ,  $I_2$ ,  $I_3$  are the centres of the inscribed, and the three escribed circles of a triangle, show that the radii of the circles through any three of these four points are all equal, and equal to  $2R$ .

9. Enunciate and prove De Moivre's Theorem.

Find the  $n$ -th roots of unity, and prove that they form a series in geometrical progression.

10. Sum to  $n$  terms the series

$$\sin \theta + 2 \sin 2\theta + 3 \sin 3\theta + \dots$$

## MECHANICS.

Professor Gurney, M.A. Mr. E. M. Moors, M.A.

1. "A Resultant Force is one which produces the same effect as the Component Forces." In the Science of Statics, what sort of effect is to be here understood?

2. Find the resultant of two unlike parallel forces.

If each of the two unlike forces  $P$  and  $Q$ , be increased by the amount  $S$ , the resultant  $R$  will be shifted laterally through the distance  $x$ ; prove that the addition of  $n \times S$  will move  $R$  through the distance  $n \times x$ .

3. Six forces act at a point, parallel to the sides of a regular hexagon, taken in order, and are proportional to the numbers 1, 2, ..., 6; prove that the resultant is equal to the greatest component, and parallel to the next greatest.

4. Prove that a number of forces acting in a plane, but not necessarily at a point, may always be replaced by two forces, and generally by one force.

Forces  $P, Q, R, S$  act along the sides of a square, taken in order; prove that they cannot be in equilibrium. If  $P+Q=R+S$ , prove that the resultant is parallel to a diagonal of the square, unless  $P=R$  and  $Q=S$ .

5. Find the C.G. of a uniform straight rod; and of a straight rod, the density of which varies as the distance from one end of it.

6. Assuming that the C.G. of a hemispherical surface is at the middle point of the middle radius, find (by first principles) the position of the C.G. of the half of that surface cut off by a plane through the middle radius.

7. What is meant by the coefficient of friction?

A body is placed on an inclined plane which is not rough enough to prevent slipping; find the least force which must be applied at an angle  $\theta$  with the plane in order to prevent motion, and find the value of  $\theta$  in order that this force may be a minimum.

8. A uniform rod  $ABC$  is bent at right angles at  $B$ , and it is found that when suspended from  $A$ , a force  $P$  applied horizontally at  $C$  will keep  $BC$  horizontal, but when suspended from  $C$  a force  $Q$  applied horizontally at  $A$  will keep  $AB$  horizontal. Prove that  $P:Q::BC^2:AB^2$ .

9. Show how to graduate the Danish Steelyard.

10. What is the law which connects the tension and the extension of an elastic string?

Four equal weightless straight rods are freely jointed at their ends so as to form a rhombus  $ABCD$ . Two elastic strings of identical material, and of natural lengths equal to  $\frac{AB}{p}$  and  $\frac{AB}{q}$  respectively, are fastened, one from  $A$  to  $C$  and the other from  $B$  to  $D$ . Prove that the angles of the rhombus will be found from the equation—  

$$(p-q)^2 \sin^2 A + \sin A - 1 = 0.$$

## LATIN I.

Professor Scott. Mr. Butler.

1. Translate:—

Sed illud tamen quale est, quod paulo ante dixisti, hunc locum—idem ego te accipio dicere Arpinum—germanam patriam esse vestram? Numquid duas vos habetis patrias? An est una illa patria communis? Nisi forte sapienti illi Catoni fuit patria non Roma, sed Tusculum. M. Ego me hercule et illi et omnibus municipibus duas esse censeo patrias, unam naturae, alteram civitatis, ut ille Cato, quom esset Tusculi natus, in populi Romani civitatem susceptus est; ita, quom ortu Tusculanus esset, civitate Romanus, habuit alteram loci patriam, alteram iuris. Ut vestri Attici, prius quam Theseus eos demigrare ex agris et in astu, quod appellatur, omnis se conferre iussit, et sui erant idem et Attici, sic nos et eam patriam dicimus, ubi nati, et illam, qua excepti sumus. Sed necesse est caritate eam praestare, e qua nomen universae civitati est: pro qua mori et cui nos totos dedere et in qua nostra omnia ponere et quasi consecrare debemus. Dulcis autem non multo secus est ea, quae genuit, quam illa, quae exceptit. Itaque ego hanc meam esse patriam prorsus numquam negabo.

2. Translate:—

Plurimi auctores consentiunt, orta per Ægyptum tabe quæ corpora fedaret, regem Bocchorim, adito Hammonis oraculo, remedium petentem, purgare regnum et id genus hominum, ut invisum diis, alias in terras avehere iussim. Sic conquisitum collectumque vulgus, postquam vastis locis relictum sit, cæteris per lacrimas torpentibus, Moysen, unum exsulum, monuisse, ne quam deorum hominumve opem expectarent utrisque deserti, sed sibi met, duce cælesti, crederent, primo cuius auxilium præstetis miserias populi essent. Assensere atque omnium ignari fortuitum iter incipiunt. Sed nihil æque quam inopia aquæ fatigabat.

Jamque haud procul exitio totis campis procubuerant, cum grex asinorum agrestium e pastu in rupem nemore opacam concessit. Secutus Moyses conjectura herbidi soli largas aquarum venas aperit. Id levamen; et continuum eox dierum iter emensi, septimo, pulsus cultoribus, obtinere terras in quibus urbs et templum dicata.

3. Translate:—

Ergo inter sese paribus concurrere telis  
 Romanas acies iterum videre Philippi;  
 Nec fuit indignum superis, his sanguine nostro  
 Emathiam et latos Hæmi pinguescere campos.  
 Scilicet et tempus veniet, cum finibus illis  
 Agricola incurvo terram molitus aratro  
 Exesa inveniet scabra robigine pila,  
 Aut gravibus rastris galeas pulsabit inanes,  
 Grandiaque effossis mirabitur ossa sepulchris.  
 Di patrii, indigetes, et Romule Vestaque mater,  
 Quæ Tusculum Tiberim et Romana Palatia servas,  
 Hunc saltem everso iuvenem succurrere saeculo  
 Ne prohibete. Satis iam pridem sanguine nostro  
 Laomedontæe luimus periuria Troiae:  
 Iam pridem nobis cæli te regia, Caesar,  
 Invidet, atque hominum queritur curare triumphos,  
 Quippe ubi fas verum atque nefas: tot bella per orbem  
 Tam multæ scelerum facies; non ullus aratro  
 Dignus honos; squalent abductis arva colonis,  
 Et curvæ rigidum falces conflantur in ensem.

## ANALYTICAL GEOMETRY.

Professor Gurney, M.A. Mr. E. M. Moors, M.A.

1. Explain what is meant by the words—*Equation to a curve in rectangular co-ordinates*.

2. Find the equation to a straight line in terms of the intercepts on the oblique axes of co-ordinates.

If  $A, B$  are given points in the  $x$  axis, and  $C, D$  given points in the  $y$  axis. Find the co-ordinates of the point common to  $AC$  and  $BD$ , and of that common to  $AD$  and  $BC$ . Also find the equation to the line which joins these points, and show that this line and the other two cut off intercepts from either axis, which are in harmonical progression.

3. Interpret the equations—

$$(i.) x^2 + y^2 + ax = 0,$$

$$(ii.) (x+y)^2 + ax = 0,$$

$$(iii.) (x+y)^2 - x^2 = a^2,$$

and draw these curves on the same pair of rectangular axes.

4. Show that, if  $h, k; h', k'$  be two points on the parabola  $y^2 = 4ax$ , the equation  $(y-k)(y-k') = y^2 - 4ax$  must represent the straight line which joins these points, and deduce the equation to the tangent.

5. Two tangents are drawn to a parabola so as to make complementary angles with the axis, show that the locus of their intersection, for different values of the angle, is a straight line.

6. In an ellipse, find the locus of the middle points of a system of chords which are parallel to each other.

Chords are drawn through the foci of the ellipse  $\frac{x^2}{a^2} + \frac{y^2}{b^2} = 1$ , parallel to conjugate diameters, prove that they intersect on the ellipse  $\frac{x^2}{a^2} + \frac{y^2}{b^2} = e^2$ .

7. Find the equation to the normal at any point on an ellipse.

If the tangent and normal at any point meet the major axis in  $T$  and  $G$ , and if  $C$  be the centre and  $S, H$  the foci, prove that  $TG \cdot TC = TS \cdot TH$ .

8. Define the Hyperbola, and find its equation referred to rectangular axes.

A hyperbola and its conjugate meet the circle which passes through the four foci in  $P$  and  $Q$ , prove that (with the usual notation)  $\sin PCA + \sin QCB = 1$ .

9. Find the polar equation to a straight line, and prove that the *Inverse* of a straight line is a circle.

10. Prove that confocal conics cut each other at right angles.

## LATIN II.

Professor Scott. Mr. Butler.

1. State, and illustrate the various modes of forming the perfect stem from the present stem.

2. Explain, connect, and illustrate the various usages of the gerund and gerundive.



3. Comment on the syntax of the underlined words in the following passages :—

- (a) Urbem quam statuo, vestra est.
- (b) Dederatque comam diffundere ventis.
- (c) Nuda genu, nodoque sinus collecta fluentes.
- (d) Nulla placere diu nec vivere carmina possunt.
- (e) Quae scribuntur aquae potoribus.
- (f) Uxor invicti Jovis esse nescis.
- (g) Fronde nova puerum palumbes.
- (h) Texere, mirum quod foret omnibus.
- (i) At non historia cesserim Græcis.
- (j) Deleri totus exercitus potuit, si fugientes persecuti victores essent.
- (k) At etiam litteras, quas me sibi misisse diceret, recitavit.

4. Give the derivation of the following words :—

Hornus, bruma, dubius, inclitus, prosa, municipium, flamen, penetro.

5. Translate into Latin :—

"The constitution of the Roman Republic gave the whole legislative power to the people, without allowing a negative voice either to the nobility or consul. This unbounded power they possessed in a collective, not in a representative body. The consequences were, when the people, by success and conquest, had become very numerous, and had spread themselves to a great distance from the capital, the city tribes, though the most contemptible, carried almost every vote; they were, therefore, most cajoled by every one that affected popularity; they were supported in idleness by the general distribution of corn, and by particular bribes, which they received from almost every candidate; by this means they became every day more licentious, and the Campus Martius was a perpetual scene of tumult and sedition; armed slaves were introduced among these rascally citizens; so that the whole government fell into anarchy; and the greatest happiness, which the Romans could look for, was the despotic power of the Cæsars. Such are the effects of democracy without a representative."

## GERMAN.

Professor MacCallum. Dr. Trechmann.

1. Translate into English :—

- (a) Nach Frauengluth misst Männerliebe nicht,  
Wer Liebe kennt und Leben, Mann und Frau.  
Gar wechselnd ist des Mannes rascher Sinn,  
Dem Leben unterthan, dem wechselnden.  
Frei tritt er in des Daseins offne Bahn.  
Vom Morgenroth der Hoffnung rings umflossen,  
Mit Muth und Stärke, wie mit Schuld und Schwert,  
Zum ruhmbekehrten Kampfe ausgerüstet.  
Zu eng dünkt ihm des Innern stille Welt,  
Nach aussen geht sein rastlos, wildes Streben;  
Und findet er die Liebe, bückt sich wohl,  
Das holde Blümchen von dem Grund zu lesen,  
Besieht es, freut sich sein und steckt's dann kalt  
Zu andern Siegeszeichen auf den Helm.  
(Grillparzer, Sappho.)

(b) Ich bin, wie ich mich kenne, ein wunderliches Wesen von einem Menschen. An gewissen Dingen hänge ich treu und fest, ich halte an Vorsätzen durch viele Jahre hindurch und führe sie aus, hartnäckig, durch tausend Umwege und Schwierigkeiten; aber in einzelnen Berührungen des täglichen Lebens ist niemand abhängiger, wankender, bestimmbarer, allerlei Eindrücke fähiger als ich: welches beides denn das höchst veränderliche und wiederum feste Geschick meines Lebens bildet. Sehe ich auf meine durchlaufene Bahn zurück, so sind die Verhältnisse und Zustände, durch die ich gegangen, höchst bunt und verschieden; blicke ich aber tiefer, so sehe ich durch alle hindurch einen gewissen einfachen Zug eines höheren Hinaufstrebens hindurchgehen, sodass es mir den auch gelungen ist, von Stufe zu Stufe mich zu veredeln und zu verbessern.  
(Eckermann, Gespräche mit Goethe.)

2. Translate into German :—

You ascended the throne with a declared and, I doubt not, a sincere resolution of giving universal satisfaction to your subjects. You found them pleased with the novelty of a young prince, whose countenance promised even more than his words; and loyal to you, not only from principle,

but passion. It was not a cold profession of allegiance to the first magistrate, but a partial animated attachment to a favourite prince, the native of their country. They did not wait to examine your conduct, nor to be determined by experience; but gave you a generous credit for the future blessings of your reign, and paid you in advance the dearest tribute of their affections.

3. Put down the principal parts of the verbs: *misst, tritt, kennt, umflossen, lesen*. Give also the Infinitive and Past Participle of *dünkt*.

4. Is *umflossen* a separable or an inseparable verb? Mention other prefixes which may be used both separably and inseparably. What general difference of meaning is there between the two kinds of verbs compounded with such prefixes? Illustrate your answer by examples.

5. What numerals are capable of being declined in German, and when are the inflected forms used.

Translate:—We were all well, with the exception of two or three persons. The year has three hundred and sixty-five days. The gardener has three kinds of roses. The father was there with his two sons. London has three and a-half million inhabitants.

6. Give an intelligible account of Grimm's Law of the progression of mute consonants, and show how it bears on the relationship between English and German, more particularly on the dental series *d, t, th*. Give examples.

7. Write a short essay in German, on the Pleasures of a Country Life.

## FRENCH.

Professor MacCallum. Dr. Trechmann.

1. Translate into English :—

(a) Vous me demandez, ma chère enfant, si j'aime toujours bien la vie. Je vous avoue que j'y trouve des chagrins cuisants; mais je suis encore plus dégoûtée de la mort; je me trouve si malheureuse d'avoir à finir tout ceci par elle, que si je pouvais retourner en arrière, je ne demanderais pas mieux. Je me trouve dans un engagement qui m'embarrasse; je suis embarquée dans la vie sans mon consentement; il faut que j'en sorte, cela m'assomme; et comment en sortirai-je? Je m'abîme dans ces pensées, et je trouve la mort si terrible que je hais plus la vie parce qu'elle n'y mène que par les épines qui s'y rencontrent. Vous me direz que je veux vivre éternellement, point du tout; mais si on m'avait demandé mon avis, j'aurais bien aimé à mourir entre les bras de ma nourrice: cela m'aurait bien ôté bien des ennuis et m'aurait donné le Ciel bien sûrement et bien aisément; mais parlons d'autre chose.

(b) Le passé n'est rien dans la vie,  
Et le présent est moins encor;  
C'est à l'avenir qu'on se lie  
Pour nous donner joie et trésor.  
Tout mortel dans ses vœux devance  
Cet avenir où nous courrons:  
Le bonheur est en espérance,  
On vit, en disant: nous verrons.

2. Write a note to a friend, offering to pay him a visit for a week.

3. Translate into French—

- (a) I wish you would be quick.
- (b) How long have I kept you waiting?
- (c) I have been here since half-past three.
- (d) You should not have come earlier than was necessary.
- (e) My watch was fast.
- (f) Then take it to the watchmaker's. There is one at 79 King street, First Floor.

4. How did the Future and Conditional forms arise in French? Is there any trace of the Latin Future in French? Give the 1st sing. Fut. of *récréer, atteler, peler, révéler, renvoyer, prévaloir, entretenir*.

5. Translate into French—

Of the Highlanders themselves, only thirty or thirty-five were killed, including three officers, and about seventy or eighty wounded, in the battle of Preston. The greater part of the wounded of both armies were taken into Colonel Gardiner's house, where they were tended and their injuries seen to. As a reminiscence of this, it was still thought possible in our own day to see upon the oaken floors the dark outlines or prints of the tartaned warriors, formed by their bloody garments where they lay.

6. Write shortly in French a description of the genius of one of the following :—La Fontaine, Voltaire, Hugo.















1892.

QUEENSLAND,

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SIXTEENTH REPORT

OF THE

SECRETARY FOR PUBLIC INSTRUCTION,

FOR THE YEAR

1891.

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PRESENTED TO BOTH HOUSES OF PARLIAMENT BY COMMAND.

---

BRISBANE:

BY AUTHORITY: JAMES C. BEAL, GOVERNMENT PRINTER, WILLIAM STREET.

1892.





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C. A. 50—1892.

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SIXTEENTH REPORT OF THE SECRETARY FOR PUBLIC INSTRUCTION IN QUEENSLAND, BEING FOR THE YEAR ENDING 31<sup>ST</sup> DECEMBER, 1891.

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To His Excellency General Sir HENRY WYLIE NORMAN, Knight Grand Cross of the Most Honourable Order of the Bath, Knight Grand Cross of the Most Distinguished Order of St. Michael and St. George, Companion of the Most Eminent Order of the Indian Empire, Governor and Commander in Chief of the Colony of Queensland and its Dependencies.

SIR,—I have the honour to submit to Your Excellency the Report of the Department of Public Instruction for the year 1891.

GENERAL.

1. This Report deals exhaustively with the educational work carried on under the provisions of "*The State Education Act of 1875*," and supplies summaries of expenditure, attendance, and other items of statistical information, with particulars respecting State scholars that have distinguished themselves by winning scholarships or exhibitions. Contents.

2. The principal features of this sixteenth year of administration under the Act of 1875 were the final consideration and adoption of a new code of Regulations, which came into force from the 1st of January, 1892; the opening of classes for the instruction of teachers in "Kindergarten"; the appointment of an Instructor in Military Drill with Physical Training; and the application of a rigid economy in the administration, particularly in limiting the number of teachers in the larger schools, and in the matter of buildings and material improvements generally. Review.

3. The new code of Regulations was approved by the Governor in Council on the 2nd of July, and came into operation on the 1st of January, 1892. The more prominent changes in the administration introduced by these Regulations are— New Regulations.

- (a) State aid in erecting and furnishing Provisional schools.
- (b) Classification of State schools according to their average attendance, and the substitution of a fixed additional emolument to teachers of all schools of the same class, in lieu of a movable capitation allowance for each school separately.
- (c) The awarding of higher salaries to Classified Teachers and Temporary Teachers employed in Provisional schools than those paid to wholly untrained teachers of such schools.
- (d) The reduction of the maximum age, for pupils in schools for infants only, from eight years to seven.
- (e) Changes in the standards of instruction and examination for pupils, pupil teachers and teachers, and the introduction of two new series of reading books in place of the single series formerly in use.

4. The series of reading books used in our schools up to the end of the year 1891 was introduced in 1878, so that for the last thirteen years the reading of the pupils in school has been confined to the several numbers of the Australasian Reading Books (Collins's Series), consisting of a Primer in three parts and five Reading Books. At the time of its introduction this series was considered the most suitable that could be obtained; but, during the thirteen years that have passed since then, compilers and publishers of school books have been very active, and the suitable books now available are in many respects much superior to those existing in 1878. The inspectors and many teachers were of New Readers.



of opinion that the Australasian Reading Books did not supply matter sufficient in quantity for the purpose in view, and that more suitable books could be got. The Revising Conference, after reviewing the books available, recommended that each class should have two reading books instead of one; and that, for this purpose, the series called "Royal Readers," published by Nelson and Sons, should be adopted, to be supplemented by the first four numbers of Blackie's Century Readers, and by No. 6 of Blackwood's Geographical Readers. Of the Royal Readers, the Victorian edition was selected, as it contains a sketch of the history of discovery and settlement in Australia. These recommendations were approved, and the new Readers will be introduced in 1892.

5. These and numerous minor alterations and improvements have been adopted after painstaking inquiry and careful consideration; and there is every reason to believe that when the difficulties attending the new departure have been overcome the work of the Department will go on with increased efficiency.

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6. A competent instructress in "Kindergarten" having been found in Miss Agnew, an English trained teacher, already in the Service, the female teachers of Brisbane and suburbs to the number of 227 were enrolled as students. They were divided into 6 classes, each having from 30 to 40 members. One or other of these classes met at the Central school on every school day at 3.30 p.m., and on Saturdays at 11 a.m. The first lesson was given on the 10th of August, 1891, and the whole course, including a series of model lessons to infants in the presence of the students, will be completed about the end of March, 1892, after which similar classes will be formed successively at Charters Towers, Townsville, Rockhampton, Ipswich, Toowoomba, and other centres. In the meantime, a supply of materials will be imported, and the instruction of the children will probably be commenced early in 1893.

7. Sergeant-Major Byrne, late of the Queensland Defence Force, was appointed Drill Instructor to the Department in November. It is intended to form the male teachers of Brisbane and the suburbs into classes for instruction in drill, each class to go through a course of squad and company drill as laid down in the "Infantry Drill, 1889." The results of the instruction will be practically tested by the Instructor, who will visit the schools and see the members of his classes drill the children. Similar classes of male teachers will be successively formed in other towns in the Colony, and it is intended ultimately to give female teachers the benefit of instruction in such portions of the Physical Drill as are suitable for girls.

omy in  
ag schools.

8. Although there was an increase of over 4,000 in the number of pupils in average attendance, there was a decrease of 18 in the number of teachers employed. Wherever it was possible, vacancies were filled by transfers from overstaffed schools. I am sorry to say that in some cases the teachers appeared to consider the transfer a hardship. Much as I regret being compelled to cause inconvenience, there is, however, no escape from the position, that the services of a teacher cannot be retained where they are not required, and, consequently, that a teacher so situated must be prepared to accept service elsewhere. This condition of service is expressly stated in Clause 80 of the Regulations, which says that "teachers may be appointed or transferred to any school in any part of the Colony as the exigencies of the Public Service may require." It is obviously impossible to administer the Department on any other basis without doing an injustice to the taxpayer.

omy in  
ingr.

9. As compared with that of last year, the expenditure on buildings shows a decrease of £10,633; but the economy exercised was not allowed to interfere with extensions and improvements that were shown to be really necessary to the welfare of the children, or to the interests of the Department.

r Day.

10. The second celebration of Arbor Day took place on the 1st of May. On that day there were planted in the school grounds of the Colony 4,968 trees and 365 shrubs and vines; and 27 flower-beds were laid out. This special school holiday, on which children, parents, and teachers meet to combine a useful and graceful duty with social pleasure, deserves the hearty recognition of all members of the community.

11. The

11. The average quality of the instruction given in the several branches Instruction. required by the Education Act, as shown in the results obtained at inspections, does not differ materially from that of the previous year. Expressed as a percentage, it was 64·8, or *above fair*, in State schools, and 57·1, or *approaching fair*, in the Provisional schools. The corresponding figures in 1890 were 63·9 for State, and 57·4 for Provisional schools. In all classes, except the highest, average ages were lower than in the previous year. The proportion of pupils in the lowest class was less than in 1890. These particulars indicate progress.

12. The comparative degree of success with which the several branches were taught in the years 1891 and in 1890 respectively is shown in the following statement:—

SUBJECTS.	PERCENTAGE OF MARKS.	
	1891.	1890.
Writing—over “very fair” ... ..	72·1	71·9
Needlework—nearly “very fair” ... ..	68·0	68·1
Written Home Exercises—approaching “very fair” ... ..	65·7	66·7
Composition—above “fair” ... ..	64·2	64·5
Drill—over “fair” ... ..	62·7	59·4
Reading—over “fair” ... ..	61·8	61·5
Derivation—over “fair” ... ..	61·6	63·6
Domestic Economy—nearly “fair” ... ..	59·4	58·6
Arithmetic—nearly “fair” ... ..	58·9	58·9
History—approaching “fair” ... ..	57·6	54·4
Geography—approaching “fair” ... ..	56·1	56·6
Object Lessons—above “moderate” ... ..	54·4	55·7
Vocal Music—over “moderate” ... ..	52·8	54·1
Grammar—over “moderate” ... ..	52·8	53·8
Mechanics—over “moderate” ... ..	51·6	50·1

13. In the several reports of the District Inspectors there will be found much interesting matter respecting the teaching of the various branches of instruction required by the Education Act.

14. *New State Schools in 1891.*—Twelve new State schools were opened New State schools. during the year 1891. These schools are distributed over the Colony as follows:—In East Moreton—Thompson Estate (which may be considered as suburban); in West Moreton—Dinmore and Blantyre; on the Darling Downs—Spring Valley and Woodview; in the Wide Bay and Burnett District—Sunbury (near Maryborough), Bundaberg S.E., and Childers; in the North Kennedy—Black Jack and Queenton (both near Charters Towers) and Halifax; in the Cook—Cumberland (near George-town).

15. In addition to the new State schools opened, there were at the end of the year 8 others ready to be opened. These were: Cobb’s Camp (on the Gympie road), Ready for opening. in East Moreton; Templin (near Dugandan), in West Moreton; Dalrymple Creek, Farm Creek, Swan Creek Upper, and Dalveen, on the Darling Downs; Eidsvold, in the Burnett District; and Thargomindah, in the Warrego. Particulars respecting the cost of each of the new State schools are given in Table G, appended to this Report.

16. *Additions to State Schools in 1891.*—Important additions, repairs, and Additions. improvements were made in connection with 48 existing State schools, the largest being at Croydon, Gympie One-Mile, Milton, Mount Morgan, Maryborough West, Maytown, Beenleigh, and Nerang. Particulars respecting the cost of each of these additions are given in Table I, appended to this Report.

17. *Amount of Accommodation in State Schools.*—The accommodation added Accommodation. to the State schools during the year 1891 was 26,991 square feet, being 16,913 square feet in new schools and 10,078 square feet in additions to existing schools. Allowing 10 square feet of floor space for each child, provision was thus made for an increase of 2,699 pupils. The actual increase of pupils in State schools was 3,598.

18. At the end of the year the total floor space in the State schools was 424,198 square feet, exclusive of verandahs. This space gives ample accommodation for 42,419 children. The average attendance for the year (in State schools) was 38,771.

19. *New*



New Provisional  
schools.

19. *New Provisional Schools in 1891.*—Twenty-six new Provisional schools were opened during the year. They are distributed amongst the several districts as follows:—In East Moreton—Gleneagle, Stanmore, Toorbul, and Traveston; in West Moreton—Hillgrove, Lockyer, Maroon, and Mount Campbell; in Darling Downs—Eton Vale, Glengallan, Kooroongarra South, and Ravensbourne; in Wide Bay and Burnett—Albionville, Coolabunia, Dundowran, and Kunioon; in Peak Downs, Kennedy, and Mitchell—Bathhampton, Cordelia, Eungella, Stewart's Creek, Warden Bend, and Torrens Creek; in Cook—Atherton, Carrington, Limestone, and Welcome Pocket.

Re-opened.

20. Three Provisional schools which had been closed for some years were re-opened—Texas, on the southern border; Cressbrook, on the Upper Brisbane River; and Boyne River, near Gladstone.

Schools reduced  
from State to  
Provisional.

21. Two schools—Copperfield and Moreton Island—which had been classed as State schools, were reduced in status on account of diminished attendance, and added to the list of Provisional schools. On the other hand, five schools which were Provisional in December, 1890, were superseded by State schools before the end of 1891—Black Jack, Blantyre, Childers, Halifax, and Spring Valley.

Schools closed.

22. Seven Provisional schools were closed on account of insufficient attendance—viz., Campbellville and Mount Eerwah, in East Moreton; St. John's Creek, near Eidsvold; Morinish and Mount Larcombe, near Rockhampton; and Seaforth, on the Burdekin.

State schools  
applied for.

23. *Applications for State Schools.*—Apart from the 20 State schools opened or ready to be opened, the following action was taken with respect to 16 other applications for the establishment of State schools:—At the end of the year tenders had been invited for school buildings at Kuranda and Clifton; 9 other applications had been approved and further action was awaiting the settlement of questions of site, local subscriptions, or other conditions; and 5 applications had been refused on the ground that the number of children did not warrant the establishment of a State school, or that sufficient provision already existed in the neighbouring State schools.

Provisional  
schools applied  
for.

24. *Applications for Provisional Schools.*—In addition to the 26 new Provisional schools opened during the year, there were applications for the establishment of Provisional schools at 47 other places. The action with regard to each of these applications is specified in Table H, appended to this Report.

#### SCHOOLS IN OPERATION IN 1891.

Number of  
schools.

25. At the close of the year there were in operation 628 schools—338 State and 290 Provisional. The increase for the year was 27, of which 9 were State and 18 were Provisional schools. The total number of schools, or distinct departments of schools, open during the whole or some part of the year, was 639.

Half-time  
schools.

26. Of half-time schools there were only 4 in operation—viz., Baffle Creek, Nos. 1 and 2, and Pikedale, Nos. 1 and 2. They were open on alternate weeks. There were, however, 27 other schools in which the average attendance was below the minimum of 12 required for an ordinary Provisional school. These were taught as full-time schools, but the salaries paid to the teachers were less than those paid to the teachers of ordinary Provisional schools.

Tables A, B,  
and C.

27. Tables A, B, and C, appended to this Report, give full particulars respecting the schools in operation during the year 1891.

#### ATTENDANCE OF CHILDREN.

Enrolment

28. For the year 1891 the *gross* enrolment was 77,137. Deducting the multiple enrolments, which amounted to 9,206, we get 67,931 as the *net* enrolment or number of distinct children who attended the schools during the year. The net enrolment shows an increase of 3,368 on that of the previous year.

29. Of



29. Of the net enrolment of 67,931 we find that 43,912 (64·6 per cent.) were of statute age—that is, not less than six nor more than twelve years of age—and therefore subject to the compulsory clauses of the Education Act; 10,393 (15·3 per cent.) were *under* statute age, and 13,626 (20·1 per cent.) were *above* it. The enrolment outside the statute age was proportionately larger than in previous years. Statute age.

30. The multiple enrolments—that is to say, enrolments of the same pupil in more than one school—amounted to 11·9 per cent. of the gross enrolment. This ratio is nearly the same as last year, but over 2 per cent. less than in any year previous to 1890. Multiple enrolments.

31. The average daily attendance was 45,004—being 38,771 in the State and 6,233 in the Provisional schools. The increase on the average for the previous year was 4,168, the largest annual increase recorded; but it is to be observed that the year 1890 gave an exceptionally low average attendance on account of floods and epidemic sickness. The mean of the increases in 1890 and 1891 respectively corresponds very nearly to the average annual increase during the sixteen years that the present Education Act has been in force. Average daily attendance.

32. In 1891 the average attendance amounted to 66·25 per cent. of the net enrolment. This ratio indicates a regularity of attendance greater than in any previous year, with the exception of 1888, in which year the average attendance was 66·27 per cent. of the net enrolment. Ratio of average attendance to net enrolment.

33. The annual returns from head teachers for the year 1891 show a total of 721 children between the ages of five and thirteen, who reside within two miles of a school, and whose education is totally neglected. Of these 386 are boys and 335 girls. The number of neglected children thus reported was 122 more than it was in 1890. Neglected children.

34. The number of children reported as not attending school the minimum number of days required by the Education Act (60 in the half-year) was 5,194—viz., 2,532 boys and 2,662 girls. This is an increase of 349 on the number reported in 1890. Partially neglected children.

35. According to the census taken on the 5th day of April, 1891, there were in the Colony at that date 53,054 children of statute age. Of these, 44,724 were attending school and 8,330 were not attending school. Of those not attending school, 3,489 were returned as “taught at home,” 1,839 as “at home” simply, 1,026 as “following other occupations,” and the balance—viz., 1,976—as “receiving no education.” Supposing the children returned as “taught at home” to be under efficient instruction, there remain in the Colony 4,841 children of statute age (about 9 per cent. of the whole) who are not under instruction. It is not known how many of these could be reached by the application of the compulsory clauses of the Education Act, which provides that any one of the following reasons for non-attendance shall be deemed a valid excuse: (a) that there is no school within two miles of the child’s residence; (b) that he has been educated up to the standard of education; (c) that he is under efficient instruction in some other manner; (d) that he is prevented by sickness, fear of infection, permanent infirmity, or other unavoidable cause. Taking into account the conditions of settlement in Queensland, it is probable that a considerable number could successfully plead the first of these reasons; and, allowing for the accidents inseparable from human affairs, it is certain that many would be excused for the last. Census of 1891.

#### CLASSIFICATION OF PUPILS.

36. In Class I. (lowest class) the enrolment at the end of the year was 24,281, being 41·4 per cent. of the whole. The average age of the children was 7·24 years. The average proficiency of the pupils, expressed as a percentage, was 64·1, or *above fair*, in State schools, and 55·3, or *approaching fair*, in Provisional schools. In 1890 the corresponding percentages for proficiency were 63·8 for State and 56·9 for Provisional schools. Class I.

37. In Class II. the enrolment at the end of the year was 18,199, being 31 per cent. of the whole. The average age of the children was 10·07 years. The average Class II.



average proficiency of the pupils, expressed as a percentage, was 62·3, or *over fair*, in State schools, and 57·1, or *approaching fair*, in Provisional schools. In 1890 the corresponding percentages for proficiency were 62·3 for State and 57·5 for Provisional schools.

**Class III.** 35. In Class III. the enrolment at the end of the year was 9,916, being 16·9 per cent. of the whole. The average age of the children was 12·05 years. The average proficiency of the pupils, expressed as a percentage, was 62·7, or *over fair*, in State schools, and 56·6, or *approaching fair*, in Provisional schools. In 1890 the corresponding percentages for proficiency were 62·3 for State and 58·4 for Provisional schools.

**Class IV.** 39. In Class IV. the enrolment at the end of the year was 5,214, being 8·9 per cent. of the whole. The average age of the children was 13·45 years. The average proficiency of the pupils, expressed as a percentage, was 64·5, or *over fair*, in State schools, and 59·6, or *fair*, in Provisional schools. In 1890 the corresponding percentage was 63·6 for State and 60·7 for Provisional schools.

**Class V.** 40. In Class V. (highest class) the enrolment at the end of the year was 1,079, being 1·84 of the whole. The average age of the children was 14·46 years. The average proficiency of the pupils, expressed as a percentage, was 69·9, or *very fair*. In 1890 the corresponding percentage for proficiency was 67·4.

**Table E.** 41. Particulars of the classification of pupils for each of the sixteen years, during which the Department has existed are given in Table E.

TEACHERS EMPLOYED.

**Number of teachers.** 42. At the end of 1890 the total number of teachers employed was 1,498. At the end of 1891 it was 1,450. Of classified teachers there was an increase of 62, of unclassified an increase of 15, and of pupil-teachers a decrease of 95. In the following tabular statement the numbers are given in detail, the *minus* sign (—) indicating a decrease :—

STATUS.	1891.			1890.			INCREASE OR DECREASE.		
	Males.	Females.	Total.	Males.	Females.	Total.	Males.	Females.	Total.
Classified ... ..	448	428	876	439	375	814	9	53	62
Unclassified ... ..	143	156	299	136	148	284	7	8	15
Pupil-teachers ... ..	92	213	305	119	281	400	—27	—68	—95
TOTALS ... ..	683	797	1,480	694	804	1,498	—11	—7	—18

**Ratio of pupils in average attendance to teacher.** 43. At the end of the year 1891, the number of pupils to each teacher, based on the average daily attendance, was  $45,004 \div 1,480 = 30\cdot4$ . In 1890 it was 27·3.

**Ratio in State schools.** 44. In the State schools the number of pupils to each teacher, based on the average daily attendance, was  $38,771 \div 1,195 = 32\cdot44$ . In 1890 it was 28·64.

**Ratio in Provisional schools.** 45. In the Provisional schools the number of pupils to each teacher, based on the average daily attendance, was  $6,233 \div 285 = 21\cdot87$ . In 1890 it was 20·9.

**Reduction of staffs.** 46. It will be seen from the figures in the foregoing paragraphs that the efforts to reduce the staffs of the larger schools have been sustained during the year, and with marked effect. With 4,168 more pupils in attendance there were fewer teachers by 18 than in 1890, and the average number of pupils to each teacher in the service, old or young, skilled or unskilled, is now over 30. The reduction of staffs will go on until all the State schools are staffed in accordance with the scale laid down in Clause 57 of the new Regulations. When this is accomplished, it is estimated that the average number of pupils per teacher in the State schools will be about 34·8. Seeing that out of a total of 317 State schools, as now classified under the new Regulations, 116 belong to Class VII., in which the average attendance may be anything between 41 and 80 *to two teachers*, and that there will always be many schools of this class, an average of more than 35 pupils to each teacher in the State schools, as a whole, cannot be looked for.

47. The

47. The following is a comparative view of the number of teachers who were employed in State and in Provisional schools, respectively, at the end of the year 1891:—

STATUS.	IN STATE SCHOOLS 80·7 PER CENT.			IN PROVISIONAL SCHOOLS 19·3 PER CENT.		
	Males.	Females.	Total.	Males.	Females.	Total.
Classified ... ..	436	420	856	12	8	20
Unclassified ... ..	10	25	35	133	131	264
Pupil-teachers ... ..	92	212	304	0	1	1*
TOTALS ... ..	538	657	1,195	145	140	285

\* This pupil-teacher was employed in the exceptional Provisional school at Eidsvold, which is now superseded by a State school.

48. The number of teachers who left the service or died in the course of the year was 138—viz., 59 males and 79 females—showing an increase of 19 on the corresponding number in 1890. Of those who left, 10 were re-admitted before the end of the year.

The tabular statement following gives the status and sex of the teachers who left during 1891:—

STATUS.	LEFT THE SERVICE IN 1891.		
	Males.	Females.	Total.
Teacher, Class I. ... ..	0	0	0
" " II. ... ..	11	2	13
" " III. ... ..	6	22	28
Temporary Teacher ... ..	0	6	6
Provisional School Teacher ... ..	30	32	62
Pupil-Teacher of the Fourth Class ... ..	3	6	9
" " Third Class ... ..	2	4	6
" " Second Class ... ..	3	5	8
" " First Class ... ..	3	2	5
" on Probation ... ..	1	0	1
TOTAL ... ..	59	79	138
RE-ADMITTED ... ..	6	4	10

49. An analysis of the reasons assigned for leaving the service gives the following results:—

REASON GIVEN.	NUMBER OF TEACHERS.		
	Male.	Female.	Total.
<i>Services dispensed with—</i>			
Reduced attendance; services no longer required ... ..	12	6	18
Inefficient service ... ..	12	5	17
Serious offences ... ..	3	0	3
<i>Resigned—</i>			
To be married ... ..	0	32	32
To perform household duties ... ..	0	18	18
To follow other occupations ... ..	18	3	21
On account of failing health ... ..	3	10	13
Died ... ..	8	2	10
On account of change of residence ... ..	3	3	6
TOTALS ... ..	59	79	138

### CLASSIFICATION OF TEACHERS.

50. Of the entire teaching staff of the Colony the classified teachers amounted to 59·2 per cent., the unclassified to 20·2 per cent., and the pupil-teachers to 20·6 per cent. Of the 1,195 teachers employed in the State schools 71·6 per cent. are classified adults, 25 per cent. are pupil-teachers, and 2·9 per cent. are



are unclassified teachers. The number of classified teachers in each rank and the number of pupil-teachers in each class are shown in the condensed statement below:—

Sex.	CLASSIFIED TEACHERS.				PUPIL-TEACHERS.					
	Class I.	Class II.	Class III.	Total.	Fourth Class (Highest).	Third Class.	Second Class.	First Class (Lowest).	On Probation.	Total.
Male ... ..	15	174	259	448	37	26	16	11	2	92
Female ... ..	1	28	399	428	95	43	39	30	6	213
TOTALS ... ..	16	202	658	876	132	69	55	41	8	306
Increase for 1891 ...	...	...	65	62	3	...	...	...	...	...
Decrease for 1891 ...	...	3	...	...	...	38	13	21	26	96

Quality of teaching staff since 1876.

51. The following tabular statement shows the percentage of classified teachers, unclassified teachers, and pupil-teachers, respectively, for each year since the Education Act came into force. The increase in the proportion of classified teachers during the last five years is remarkable, because the proportion of Provisional schools, which are generally taught by unclassified teachers, has greatly increased during that period, being 38 per cent. in 1886 and over 46 per cent. in 1891.

Year.	Classified.	Unclassified.	Pupil-teachers.
1876 ... ..	37.9	25.6	36.5
1877 ... ..	36	26	38
1878 ... ..	34.6	23.5	41.9
1879 ... ..	34.6	24.5	40.9
1880 ... ..	37.1	21.9	41
1881 ... ..	39.8	22.6	37.6
1882 ... ..	40.7	23.8	35.5
1883 ... ..	41.3	24.3	34.4
1884 ... ..	39.7	23.1	37.2
1885 ... ..	40.2	23.8	36
1886 ... ..	39.3	21.7	39
1887 ... ..	41.3	21.1	37.6
1888 ... ..	45.2	20.5	34.3
1889 ... ..	49.3	20.9	29.7
1890 ... ..	54.3	18.9	26.7
1891 ... ..	59.2	20.2	20.6

PROMOTION OF TEACHERS.

Number promoted.

52. The total number of teachers and pupil-teachers who received promotion in classification during the year 1891 was 468, or more than 40 per cent. of the total number of classified teachers and pupil-teachers. Of these 468 promotions, 310 were promotions to a higher class by examination, and 158 were promotions to a higher division in the same class in recognition of meritorious work in school. Each promotion carries with it an increase of salary, the amount of which is fixed by the Regulations. The length of meritorious service required to entitle a teacher to promotion is also fixed by the Regulations. In the matter of promotion with increased pay the teachers are better off than other servants of the State; for in no other branch of the Civil Service is periodic promotion secured by Regulation under an Act of Parliament.

Conditions of promotion defined by Regulations.

Expenditure consequent on promotions.

53. The increased expenditure in salaries consequent on these 468 promotions was £6,387, of which sum £4,491 was the effect of promotions from class to class by examination, and £1,896 was in consequence of promotions from one division to a higher division of the same class as a reward for meritorious service.

54. Particulars respecting the promotions made in 1891 appear in the following table:—

PROMOTIONS FROM CLASS TO CLASS.				PROMOTIONS FROM DIVISION TO DIVISION.			
Nature of Promotion.	M.	F.	Total.	Nature of Promotion.	M.	F.	Total.
From Class II. to Class I. ... ..	0	0	0	From Class I. Div. 2. to Class I. Div. 1 ... ..	0	0	0
From Class III. to Class II. ... ..	3	5	8	From Class I. Div. 3. to Class I. Div. 2 ... ..	0	0	0
From P.T.4 or T.T. to Class III. ... ..	19	65	84	From Class II. Div. 2. to Class II. Div. 1 ... ..	17	3	20
From P.T.3 to P.T.4 ... ..	28	62	90	From Class II. Div. 3. to Class II. Div. 2 ... ..	13	2	15
From P.T.2 to P.T.3 ... ..	26	33	59	From Class III. Div. 2. to Class III. Div. 1 ... ..	9	17	26
From P.T.1 to P.T.2 ... ..	16	29	45	From Class III. Div. 3. to Class III. Div. 2 ... ..	39	68	97
From P.T.0 to P.T.1 ... ..	8	16	24				
TOTALS ... ..	100	210	310	TOTALS ... ..	78	90	158

EXAMINATION

## EXAMINATION OF TEACHERS.

55. The annual general examination of teachers throughout the Colony was held in December, 1891. There were 43 examining centres, of which 10 were in charge of the District Inspectors, and 33 in charge of the local Police Magistrates assisted by school committees. The number of examinees was 545, and the number of papers written by them was 3,582. As compared with the examination in 1890, there was a decrease of 527 in the number of examinees, and of 2,591 in the number of papers written. This decrease was the result of action taken during the year, by which it was determined to refuse examination to persons not actually employed as teachers in schools inspected by the Department's officers, unless admitted by special permission of the Minister. The new Regulations provide that the annual general examinations shall be similarly limited in future. Of the 545 persons examined, 105 were employed in Roman Catholic schools. Particulars of the examination in December, 1891, are given in the following table :—

FOR ADMISSION OR PROMOTION TO THE STATUS OF—	MALES.		FEMALES.		TOTAL.		INCREASE OR DECREASE ON RECORD FOR 1890.				PERCENTAGE OF PASSES, 1891	PERCENTAGE OF PASSES, 1890.
							Increase.		Decrease.			
	Examined.	Passed.	Examined.	Passed.	Examined.	Passed.	Examined.	Passed.	Examined.	Passed.		
Pupil-Teacher of the First Class ...	0	0	7	5	7	5	...	...	341	255	71.4	74.7
"    "    Second Class ...	11	8	65	52	76	60	...	...	115	73	79.0	69.6
"    "    Third Class...	18	13	56	44	74	57	...	...	31	26	77.0	79.0
"    "    Fourth Class	26	22	60	54	86	76	...	...	34	22	88.4	81.7
Temporary Teacher ...	12	8	13	9	25	17	...	...	8	7	68.0	72.7
Teacher—Class III. ...	61	27	126	64	187	91	...	...	4	6	48.7	50.8
"    "    II. ...	54	6	33	6	87	12	4	...	...	12	13.8	28.9
"    "    I. ...	3	3	0	0	3	3	2	3	...	...	100.0	...
TOTALS ...	185	87	360	234	545	321	6	3	533	401	58.9	67.1

56. There were in all 87 candidates for admission to Class II. Of these 55 were examined in all the subjects required by the Regulations. The remaining 32 having already obtained 50 per cent. or more of the total marks at some previous examination, were examined in the particular subjects in which they had failed. The results are shown in the following tabular summary :—

RESULTS.	TOOK ALL SUBJECTS.			TOOK PART OF THE SUBJECTS.			TOTAL.		
	Males.	Females.	Total.	Males.	Females.	Total.	Males.	Females.	Total.
Passed ...	1	2	3	5	4	9	6	6	12
Obtained 50 per cent. or over, but did not pass—must sit again for "failing papers" ...	12	8	20	19	4	23	31	12	43
Obtained less than 50 per cent.—must sit again in all the papers ...	17	15	32	...	...	...	17	15	32
TOTALS ...	30	25	55	24	8	32	54	33	87

## INSPECTION.

57. With a view to equalise the work some slight alterations were made in the boundaries of some of the inspectoral districts, but there was no change in the inspecting staff, and each inspector had the same district as in the previous year.

58. The total number of inspections accomplished during the year was 653, showing an increase of 22 on the corresponding number for 1890. The number of full detailed inspections of separate schools was 622, being 77 more than in the previous year. The number of second inspections was 31, and there were 46 incidental visits of inspection including those to Drawing and Gymnastic classes. The only schools open which were not inspected were 6 Provisional schools—2 in the Northern District and 4 in the Darling Downs, Northern Division.

59. In

59. In addition to the inspections recorded in the preceding paragraph 37 Roman Catholic schools were examined, and also 4 private schools—viz., Bowen House, Brisbane; the High School, Mackay; Eton (near Brisbane); and Port View (Bowen).

60. The annual general reports of the inspectors are appended.

EXPENDITURE.

On Primary, Secondary, and Technical Education.

61. The expenditure on Primary Education during the year 1891 was £218,117 2s. 8d. The expenditure on Grammar School and University Education was £19,541 2s. 2d. The expenditure on Technical Education and the Museum was £4,615 16s. 11d. The details of the expenditure are given in Table K, appended to this Report.

Compared with 1890.

62. In the following tabular statement the gross expenditure in 1891 is compared with that in the year 1890:—

Branches of Expenditure.	1891.	1890.	Difference.
	£ s. d.	£ s. d.	£ s. d.
1. Primary Education ... ..	218,117 2 8	219,089 15 7	Decrease ... 972 13 11
2. Grammar School Scholarships and Exhibitions to Universities	3,541 2 2	3,173 2 0	Increase ... 368 0 2
3. Endowments to Grammar Schools ... ..	16,000 0 0	10,000 0 0	Increase ... 6,000 0 0
4. The Museum and Technical Education ... ..	4,615 16 11	4,011 3 0	Increase ... 604 13 11
	242,274 1 9	236,274 0 7	Increase ... 6,000 1 2

Items showing increase or decrease.

63. A more detailed comparison of the expenditure on Primary Education alone in 1891 with that in 1890 gives the following results:—

Increases in 1891.			Decreases in 1891.		
	£ s. d.			£ s. d.	
Salaries in State Schools ... ..	4,738 11 0		Buildings ... ..	10,633 0 1	
Salaries in Provisional Schools ... ..	2,148 14 2		Instruction of Pupil-Teachers ... ..	190 18 1	
Incidentals—Cleaning Schools, &c. ... ..	1,700 19 10		Advertising ... ..	187 6 3	
School Requisites ... ..	699 16 1		Department ... ..	23 10 11	
Travelling Expenses of Teachers ... ..	460 8 10				
Inspection ... ..	251 17 6		Total ... ..	£11,084 15 4	
Drawing, Kindergarten, and Drill ... ..	61 15 0		Deduct Increase ... ..	£10,063 2 5	
Total ... ..	£10,062 2 5		Net Decrease ... ..	£972 13 11	

Cost of State and Provisional schools.

64. Of £218,117 2s. 8d., the total cost of Primary Education, £193,534 14s. must be charged to State schools, and £24,582 8s. 8d. to Provisional schools.

On buildings.

65. Of the expenditure on State schools £28,563 11s. 2d., or less than 15 per cent. of the whole, was for buildings and furniture. The corresponding sum in 1890 was nearly 20 per cent. of the expenditure on State schools.

On cleaning.

66. The increase of £1,700 in the incidental expenses for cleaning schools, closets, cesspits, &c., was to a great extent the result of action taken in carrying out the instructions of the Board of Health for the prevention and control of scarlet fever during the presence of that epidemic at the close of 1890 and in the beginning of 1891.

Local subscriptions.

67. The local subscriptions received towards the erection, extension, or improvement of school buildings amounted to £1,419 16s. 8d., or less than one-twentieth of the whole expenditure on buildings and furniture.

Administration.

68. The cost of administration was £4,302 14s. 10d., or considerably less than 2 per cent. of the expenditure on primary, secondary, and university education.

Inspection.

69. The cost of inspection was £6,979 8s. 5d., or a little over 3 per cent. of the cost of primary education alone.



70. In State schools the average cost per head during the sixteen years ending 31st December, 1891, was as follows :—

(A) INCLUDING THE TOTAL EXPENDITURE FOR THE YEAR IN CONNECTION WITH STATE SCHOOLS.				(B) INCLUDING TEACHERS' SALARIES AND ALLOWANCES AND INCIDENTAL EXPENDITURE ONLY.			
Year.	Based on the Annual Enrolment.	Based on the Mean Quarterly Enrolment.	Based on the Average Daily Attendance.	Based on the Annual Enrolment.	Based on the Mean Quarterly Enrolment.	Based on the Average Daily Attendance.	
	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	
1876 ... ..	2 11 10	3 4 10	5 3 4	1 17 11	2 10 8	4 0 8	
1877 ... ..	2 14 8½	3 13 1	5 6 7½	1 17 11½	2 10 8½	3 13 11½	
1878 ... ..	2 15 8¼	3 14 2½	5 9 3	1 19 2½	2 12 3½	3 16 11½	
1879 ... ..	2 15 7½	3 12 11½	5 8 0½	2 2 4½	2 15 6½	4 2 3	
1880 ... ..	2 17 1½	3 13 8½	5 4 3½	2 3 8½	2 16 4½	3 19 9½	
1881 ... ..	2 15 10	3 13 1½	5 4 0	2 3 2½	2 16 7	4 0 5½	
1882 ... ..	2 15 4½	3 13 0½	5 7 8½	2 2 9½	2 16 5½	4 3 3½	
1883 ... ..	2 18 3¾	3 18 2	5 11 9¾	1 19 7¾	2 13 0	3 15 10	
1884 ... ..	2 19 2¾	3 18 3½	5 12 2½	1 19 5	2 12 1½	3 14 8½	
1885 ... ..	3 3 6½	4 3 6½	5 18 1½	2 4 8½	2 18 8½	4 3 0½	
1886 ... ..	3 2 7½	4 1 10	5 15 4½	2 4 7½	2 17 11½	4 2 2½	
1887 ... ..	3 1 3½	3 19 9½	5 11 8	2 4 7½	2 18 1½	4 1 4½	
1888 ... ..	2 17 2½	3 13 7	5 0 9½	2 4 9½	2 17 8½	3 18 10½	
1889 ... ..	2 19 10	3 17 0½	5 6 6	2 4 3½	2 17 2½	3 18 10½	
1890 ... ..	3 1 11	3 19 3½	5 11 10	2 6 3½	2 19 3	4 3 6½	
1891 ... ..	2 17 11½	3 14 0½	4 19 10	2 6 2½	2 19 1	3 19 7½	

71. In Provisional schools the average cost per head during the sixteen years ending 31st December, 1891, was as follows :—

Year.	Based on the Annual Enrolment.	Based on the Mean Quarterly Enrolment.	Based on the Average Daily Attendance.	Year.	Based on the Annual Enrolment.	Based on the Mean Quarterly Enrolment.	Based on the Average Daily Attendance.
	£ s. d.	£ s. d.	£ s. d.		£ s. d.	£ s. d.	£ s. d.
1876 ...	1 11 4	2 3 4	3 8 3	1884 ...	1 19 8½	2 10 5¼	3 12 4½
1877 ...	1 16 9	2 4 7½	3 4 8	1885 ...	2 5 4½	2 17 5	4 2 2½
1878 ...	2 1 1½	2 9 11	3 12 4½	1886 ...	2 6 9½	2 16 3½	4 0 0½
1879 ...	2 4 4½	2 16 4	4 4 2½	1887 ...	2 6 2	2 15 1	3 16 10½
1880 ...	2 1 1½	2 11 4½	3 12 7½	1888 ...	2 7 8½	2 16 10½	3 17 4½
1881 ...	2 3 6½	2 13 11½	3 17 1½	1889 ...	2 7 1	2 17 10	4 0 7½
1882 ...	2 0 2½	2 10 10½	3 13 2½	1890 ...	2 5 11½	2 15 9	3 19 1½
1883 ...	1 18 0	2 8 3½	3 9 9	1891 ...	2 7 7½	2 16 6	3 18 10½

72. For all schools—State and Provisional—the total expenditure on primary education, £218,117 2s. 8d. (par. 61), divided by the *average daily attendance*, 45,004 (par. 31), gives £4 16s. 11¼d. as the average cost of each pupil in attendance all over the service. In 1890 it was £5 7s. 3¼d., in 1889 £5 3s. 2d., in 1888 £4 17s. 11¼d., in 1887 £5 7s. 6½d., in 1886 £5 11s. 5d., in 1885 £5 14s. 1¼d., and in 1884 £5 7s. 8½d.

73. For all schools—State and Provisional—the total expenditure on primary education, £218,117 2s. 8d. (par. 61), divided by the *net enrolment*, 67,931 (par. 28), gives £3 4s. 2½d. as the average cost of each child who claimed the right to instruction during the year 1891. In 1890 it was £3 7s. 10½d., in 1889 £3 6s. 11½d., in 1888 £3 4s. 10¾d., in 1887 £3 8s. 11¼d., in 1886 £3 11s. 5¼d., and in 1885 £3 10s. 7½d.

74. The value of the school property of the Department at the end of the year 1891, exclusive of the value of sites granted by the Government, was estimated at £341,436 5s. 7d. If the interest on this sum is added to the actual expenditure for the year, the figures given above as the expenditure on primary education will be proportionately increased.

## GRAMMAR SCHOOL SCHOLARSHIPS.

75. At the annual examinations held in December, 1891, fifty-nine schools, including one private school, sent up 191 boys to compete for scholarships to the Boys' Grammar Schools, and thirty-five schools presented 72 girls to compete for scholarships to the Girls' Grammar Schools. Of these candidates 96 boys and 32 girls showed themselves worthy of scholarships by obtaining over 50 per cent. of the maximum number of marks, and all the State School Scholarships for which provision had been made by Parliament were awarded—viz., 90 to the boys and 30 to

30 to the girls. In the following tabular summary the numbers for 1891 are compared with those for 1890 :—

COMPETITORS.	1891.			1890.		
	Boys.	Girls.	Total.	Boys.	Girls.	Total.
Number of schools competing ...	59	35	94	55	37	92
"    "    successful ...	38	21	59	23	18	41
"    pupils competing ...	191	72	263	150	71	221
"    "    successful ...	90	30	120	60	21	71

In no former year has the number of successful candidates been sufficiently large to claim all the scholarships for which Parliament had made provision.

76. The total number of State scholars attending Grammar Schools during the last quarter of the year was 139—viz., 115 boys and 24 girls. In the tabular summary following, the numbers for 1891 are compared with those for 1890 :—

GRAMMAR SCHOOL.	No. of STATE SCHOLARS ATTENDING IN LAST QUARTER.	
	1891.	1890.
Ipswich (Boys) ...	6	11
Brisbane (Boys) ...	82	86
Toowoomba (Boys) ...	6	10
Rockhampton (Boys) ...	4	4
Maryborough (Boys) ...	15	15
Townsville (Boys) ...	2	1
Total (Boys) ...	115	127
Brisbane (Girls) ...	21	18
Maryborough (Girls) ...	3	2
Total Number of State Scholars ...	139	147

77. The quarterly reports on the conduct and progress of the State scholar in the Grammar Schools were very satisfactory. From the half-yearly list of the Brisbane Boys' Grammar School, showing the order of the school and the pupil who obtained honours and prizes in December, 1891, the following facts are noted respecting the State scholars in that school :—In point of numbers the form about one-third of the pupils (83 out of 231), they obtained more than half the honours (252 out of 462) in the December examination, 1891, and took 46 of the 78 prizes, including the Gold Lilley Medal, one Silver Lilley Medal the Bowen Prize, and Sir James Cockle's Prize.

78. The Honour list of the Brisbane Boys' Grammar School (December 1891) shows us how the State scholars stand with reference to the several branches of instruction. Bearing in mind that in point of numbers they amount to about one-third of the school we note that—

In Latin	they took 27 honours out of 54 awarded.
" Greek	11      "      "      18      "
" French	12      "      "      47      "
" German	26      "      "      40      "
" English	42      "      "      76      "
" Mathematics	41      "      "      59      "
" Science	31      "      "      56      "
" History	38      "      "      65      "
" Geography	24      "      "      47      "

79. At the Sydney University Public Examinations, three scholarship holders from the Brisbane Grammar School passed the Senior and ten the Junior Examination.

EXHIBITIONS TO UNIVERSITIES.

80. The usual examination for Exhibitions to the Universities of the pupils of Grammar Schools was held in November, 1891, having been prepared, as usual, by professors of the various branches of study.



candidates presented themselves—five from Brisbane, one from Ipswich, and one from Rockhampton. Of these the examiners declared that four showed sufficient merit to entitle them to the award of an exhibition, and the three available exhibitions were awarded to the candidates who obtained the highest number of marks. The successful candidates proved to be pupils of the Brisbane Grammar School.

81. Particulars of the university career of each of the holders of these exhibitions from the year 1878, when they were first established, to the present term are given in Table O, appended to this Report. It is worthy of note that of the 42 exhibitions granted, 30 were gained by students who had previously won scholarships from the State schools.

#### ORPHANAGES.

82. The Inspector of Orphanages has furnished a separate report of the operations of the Department in connection with the State and licensed orphanages. At the end of the year 1891 there were 1,730 children under the control of the State, showing an increase of 172 over the returns for 1890. The expenditure for 1891 amounted to £24,970 18s. 5d., there being an increase of £2,299 2s. 8d. on that for the previous year.

83. The distribution of these children is shown in the following tabular statement:—

Orphanage.	Inmates.	Boarded Out.	Hired Out or Apprenticed.	Total.
Diamantina, Brisbane	76	445	126	647
St. Vincent's, Nudgee	410	17	112	539
Infants' Home, Brisbane	7	...	...	7
Rockhampton	88	14	41	143
Meteor Park (near Stanwell, Central Railway)	206	1	45	252
Townsville	105	1	36	142
TOTAL	892	478	360	1,730

#### INSTRUCTION OF THE DEAF AND DUMB AND THE BLIND.

84. At the end of the year 1891 there were 13 Queensland children in the Sydney Institution for the Deaf and Dumb and the Blind. Towards the cost of their education and training the Department contributed £393.

#### THE MUSEUM.

85. From the Annual Report of the Trustees of the Queensland Museum I learn that the number of visitors during the year 1891 was 77,116—viz., on week days 56,333, and on Sundays 20,783. This is a decrease of 8,099 on the number recorded for the previous year. The total expenditure on the institution was £2,397 15s. 8d., showing a decrease of £281 15s. 1d. on the expenditure in the preceding year.

#### APPENDICES.

86. The tables which follow this Report show in detail the operations of the Department during the year.

The following is a list of the Appendices:—

Report of the General Inspector.

Reports of the District Inspectors.

Examination papers given in December, 1891, to candidates for Grammar School Scholarships, and to teachers and pupil-teachers of all grades.

Notes by the Examiners on the answers to the questions given in the Examination papers, December, 1891.

Examination papers given to competitors for Exhibitions to Universities in November, 1891.

[L.S.]

W. O. HODGKINSON.

Department of Public Instruction,  
12th April, 1892.



# STATISTICAL TABLES.

Table A.

COMPARATIVE VIEW OF PRIMARY SCHOOL OPERATIONS during SIXTEEN successive YEARS, 1876-91.

YEAR.	NUMBER OF INSTRUCTORS.						ANNUAL ENROLMENT.			MEAN QUARTERLY ENROLMENT.			AVERAGE DAILY ATTENDANCE.						EXPENDITURE.																								
	TEACHERS.			PUPIL TEACHERS.			TOTAL INSTRUCTORS.	Boys.	Girls.	Total.	Boys.	Girls.	Total.	PERCENTAGE OF THE ANNUAL ENROLMENT.			PERCENTAGE OF THE MEAN QUARTERLY ENROLMENT.																										
	Males.		Mistresses.	Females.		PUPILS.								Boys.	Girls.	Total.	Boys.	Girls.	Total.																								
	Masters.	Assistants.		Mistresses.	PUPILS.																																						
1876...	262	212	67	48	114	81	168	689	18,850	17,421	36,271	14,162	13,061	27,223	9,998	8,247	18,245	53.04	47.34	50.30	72.18	64.56	68.52	62,658	17	0	7,091	16	2														
1877...	286	220	71	49	142	100	194	776	19,952	18,694	38,646	15,023	13,977	29,000	10,501	9,444	19,945	52.63	50.52	51.61	69.90	67.57	68.80	69,197	19	8	17,876	9	9														
1878...	305	235	74	61	135	133	230	868	20,840	19,821	40,661	15,756	15,001	30,757	10,983	10,011	20,994	52.70	50.51	51.68	69.71	66.74	68.23	76,015	1	9	17,182	2	6														
1879...	319	252	74	64	152	152	230	924	21,861	19,519	41,380	16,527	15,184	31,711	11,340	10,078	21,418	51.84	51.63	51.76	69.22	66.37	67.54	82,701	13	8	18,638	18	11														
1880...	345	275	74	70	160	168	242	989	22,623	20,682	43,305	17,265	16,265	33,510	12,431	11,387	23,818	54.95	55.06	55.00	72.04	70.52	71.08	89,546	3	10	15,374	0	0														
1881...	341	283	71	58	166	141	203	922	21,517	18,792	40,309	16,370	14,588	30,958	11,616	10,136	21,752	53.99	53.94	53.96	70.96	69.49	70.26	86,504	2	4	13,605	7	0														
1882...	366	285	68	81	171	127	203	935	22,251	19,458	41,709	16,751	15,027	31,778	11,543	10,067	21,610	51.88	51.74	51.81	71.02	69.03	70.08	86,891	5	1	13,555	11	0														
1883...	387	292	79	95	206	139	216	1,027	24,529	21,733	46,262	18,253	16,474	34,727	12,869	11,378	24,247	52.46	52.35	52.41	70.50	69.06	69.82	90,153	19	9	29,443	2	1														
1884...	424	321	98	102	211	143	286	1,161	27,678	24,878	52,556	20,891	19,034	39,925	14,793	13,070	27,863	53.44	52.51	53.01	70.81	68.66	69.79	102,320	6	3	36,940	9	4														
1885...	447	333	108	113	266	163	302	1,285	28,899	26,911	55,810	22,285	20,358	42,643	16,007	14,110	30,117	55.29	52.51	54.00	71.82	69.30	70.62	122,874	1	0	32,504	8	8														
1886...	479	358	111	122	252	172	368	1,388	30,902	28,087	58,989	23,860	21,901	45,761	17,135	15,115	32,250	55.45	53.91	54.71	71.81	69.01	70.26	130,348	15	3	31,450	1	6														
1887...	527	387	123	137	278	170	384	1,479	33,650	30,054	63,704	25,961	23,457	49,418	19,155	16,164	35,319	56.92	53.78	55.44	73.78	68.91	71.47	141,169	0	6	36,824	9	2														
1888...	552	396	140	154	289	159	348	1,486	35,635	32,283	67,918	27,676	25,593	53,269	20,585	18,341	38,926	58.04	56.81	57.31	74.37	71.66	73.07	151,890	10	6	24,158	7	8														
1889...	584	422	145	158	332	135	305	1,497	37,581	34,106	71,687	29,078	26,782	55,860	21,390	19,082	40,472	57.18	55.95	56.46	73.55	71.25	72.45	157,614	2	4	32,219	4	4														
1890...	621	446	158	173	363	122	277	1,539	38,731	34,544	73,275	30,193	27,447	57,640	21,712	19,124	40,836	56.05	55.36	55.72	71.24	69.67	70.84	167,138	17	10	35,430	16	8														
1891...	639	450	157	185	407	92	213	1,504	40,232	36,905	77,137	31,832	29,080	60,962	23,815	21,189	45,004	59.19	57.41	58.34	74.69	72.89	73.82	175,875	6	1	28,148	17	8														

Table B.  
SCHOOLS IN OPERATION, 1891.

	AT THE BEGINNING OF THE YEAR.			SOMETIME DURING THE YEAR.			AT THE CLOSE OF THE YEAR.		
	1890.	1891.	Increase in 1891.	1890.	1891.	Increase in 1891.	1890.	1891.	Increase in 1891.
State Schools ... ..	321	328	7	332	337	5	326	336	10
Provisional Schools ... ..	255	269	14	286	300	14	272	290	18
Schools at Benevolent, Reformatory, and Penal Establishments...	3	2	-1	3	2	-1	3	2	-1
TOTALS ... ..	579	599	20	621	639	18	601	628	27

NOTES :—

1. State Schools were opened at Bundaberg South-east, Cumberland, Dinmore, Sunbury, and Queentown. State Schools superseded Provisional Schools at Black Jack, Blantyre, Thompson Estate, Childers, Halifax, Spring Valley, and Woodview. The State School at Copperfield was reduced to the status of a Provisional School.

2. Provisional Schools were opened at Albionville, Atherton, Bathampton, Carrington, Coolabunia, Copperfield (formerly State), Cordelia, Cressbrook, Dundowan, Eaton Vale, Eungella, Gleneagle, Glengallan, Hillgrove, Koorangarra (South), Kunioon, Limestone, Lockyer, Maroon, Moreton Island (formerly State), Mount Campbell, Ravensbourne, Stanmore, Stewart's Creek, Toorbul, Torrens Creek, Traveston, Warden Bend, and Welcome Pocket. Provisional Schools were reopened at Boyne River and Texas. The Provisional Schools at Black Jack, Blantyre, Childers, Halifax, and Spring Valley became State Schools. The schools at Campbellville, Koomala, Morinish, Mount Eerwah, Mount Larcombe, St. John's Creek, and Seaforth were closed.

Table  
LIST of STATE SCHOOLS, with the ATTENDANCE, STAFFS

SCHOOLS.	ATTENDANCE, 1891.									ATTEND		
	Annual Enrolment.			Mean Quarterly Enrolment.			Average Daily Attendance.			Annual Enrolment.		
	Boys.	Girls.	Total.	Boys.	Girls.	Total.	Boys.	Girls.	Total.	Boys.	Girls.	Total.
<b>STATE SCHOOLS.</b>												
1. Albany Creek ... ..	25	20	45	23	19	42	16	14	30	30	20	50
2. Alberton ... ..	32	37	69	28	32	60	17	21	38	32	30	62
3. Alfred ... ..	29	36	65	24	30	54	17	23	40	27	36	63
4. Allora ... ..	134	121	255	117	106	223	90	83	173	120	102	222
5. Aramac ... ..	37	38	75	28	32	60	24	27	51	30	26	56
6. Ashgrove ... ..	55	37	92	44	30	74	31	19	50	38	37	75
7. Ashwell ... ..	85	52	137	76	42	118	54	29	83	71	43	114
8. Bald Hills ... ..	47	61	108	40	53	94	30	39	69	48	53	101
9. Banana ... ..	20	22	42	19	18	37	16	15	31	19	20	39
10. Barcaldine ... ..	155	189	344	124	159	283	96	124	220	127	163	290
11. Barolin ... ..	39	39	78	31	29	60	20	20	40	28	23	51
12. Beaudesert ... ..	58	49	107	50	40	90	38	30	68	57	46	103
13. Beenleigh ... ..	148	166	314	130	138	268	92	90	182	159	163	322
14. Biarra ... ..	34	13	47	28	11	39	21	9	30	27	18	45
15. Blackall ... ..	87	103	190	83	100	183	62	82	144	86	102	188
16. Black Jack ... ..	62	46	108	51	36	87	36	23	59	...	...	...
17. Blackstone ... ..	99	72	171	84	61	145	65	43	108	93	81	174
18. Biantyre ... ..	25	23	48	17	20	37	19	19	38	...	...	...
19. Blenheim ... ..	48	46	94	44	35	79	28	21	49	47	43	90
20. Bogantungan ... ..	29	35	64	25	32	57	18	22	40	25	39	64
21. Bowen—Boys ... ..	97	...	97	81	...	81	66	...	66	101	...	101
22. " Girls and Infants ... ..	57	151	208	41	127	168	30	102	132	46	163	209
<b>BRISBANE—</b>												
23. Bowen Bridge Road ... ..	469	424	893	374	339	713	288	241	529	527	518	1,045
24. Breakfast Creek ... ..	183	233	416	144	182	326	101	127	228	142	150	292
25. Central—Boys ... ..	1,386	...	1,386	1,081	...	1,081	880	...	880	1,483	...	1,483
26. " Girls ... ..	...	821	821	...	640	640	...	475	475	...	906	906
27. " Infants ... ..	330	338	668	214	250	464	156	168	324	343	355	698
28. Diamantina Orphanage—Infants ... ..	71	54	125	26	25	51	9	10	19	68	44	112
29. Fortitude Valley—Boys ... ..	673	...	673	479	...	479	374	...	374	666	...	666
30. " Girls ... ..	...	418	418	...	341	341	...	245	245	...	458	458
31. " Infants ... ..	465	564	1,029	291	351	642	213	247	460	427	500	927
32. Ithaca Creek ... ..	213	258	471	168	209	377	118	141	259	303	306	609
33. Kangaroo Point—Boys ... ..	407	...	407	326	...	326	262	...	262	430	...	430
34. " Girls ... ..	...	403	403	...	314	314	...	232	232	...	406	406
35. " Infants ... ..	251	304	555	176	198	374	125	134	259	262	271	533
36. Kelvin Grove Road—Boys ... ..	272	...	272	224	...	224	174	...	174	282	...	282
37. " Girls and Infants ... ..	185	364	549	141	313	454	104	229	333	197	402	599
38. Leichhardt street—Boys ... ..	403	...	403	300	...	300	227	...	227	299	...	299
39. " Girls ... ..	...	344	344	...	272	272	...	212	212	...	368	368
40. " Infants ... ..	277	303	580	186	201	387	140	149	289	286	315	601
41. Milton ... ..	357	340	697	270	294	564	197	204	401	329	329	658
42. Petrie Terrace—Boys ... ..	373	...	373	277	...	277	204	...	204	366	...	366
43. " Girls and Infants ... ..	219	489	708	154	384	538	113	287	400	206	488	694
44. South Brisbane—Boys ... ..	319	...	319	267	...	267	197	...	197	412	...	412
45. " Girls and Infants ... ..	221	683	904	136	408	544	101	292	393	213	616	829
46. Thompson Estate ... ..	392	324	716	332	276	608	262	199	461	...	...	...
47. Toowong ... ..	288	324	612	230	255	485	173	180	353	300	312	612
48. West End—Boys ... ..	309	...	309	227	...	227	169	...	169	305	...	305
49. " Girls ... ..	...	232	232	...	172	172	...	133	133	...	222	222
50. " Infants ... ..	264	285	549	191	198	389	140	144	284	261	260	521
51. Woolloongabba—Boys ... ..	437	...	437	305	...	305	230	...	230	449	...	449
52. " Girls and Infants ... ..	434	1,046	1,480	171	481	652	121	339	460	278	703	981
53. Brookfield ... ..	68	59	127	56	51	107	41	38	79	58	50	108
54. Buderim Mountain ... ..	39	26	65	32	24	56	25	21	46	36	23	59
55. Bulimba ... ..	188	180	368	153	141	294	116	103	219	204	160	364
56. Bundaberg, East ... ..	132	104	236	108	79	187	88	61	149	140	111	251
57. " North ... ..	97	110	207	89	83	172	67	61	128	129	115	244
58. " South—Boys ... ..	307	...	307	225	...	225	163	...	163	367	...	367
59. " Girls and Infants ... ..	192	446	638	131	337	468	96	249	345	186	435	621
60. " East ... ..	175	154	329	147	133	280	117	103	220	...	...	...
61. Bundamba, Lower ... ..	161	163	324	131	125	256	107	98	205	168	158	326
62. Bunya ... ..	17	16	33	12	12	24	9	10	19	13	14	27
63. Burketown ... ..	9	14	23	7	8	15	5	5	10	17	16	33
64. Burnett Heads ... ..	52	46	98	40	34	74	25	22	47	37	37	74
65. Burnside ... ..	38	27	65	33	24	57	21	16	37	45	39	84
66. Caboolture, North ... ..	82	84	166	42	38	80	31	27	58	81	71	152
67. " South ... ..	42	31	73	35	23	58	25	17	42	33	24	57
68. Cairns ... ..	140	144	284	133	116	249	100	87	187	168	136	304
69. Calliope ... ..	42	41	83	40	39	79	30	27	57	37	41	78
70. Camp Flat ... ..	15	21	36	14	20	34	9	17	26	15	27	42
71. Cardwell ... ..	28	22	50	24	18	42	18	14	32	31	24	55
72. Oatle Creek ... ..	23	30	53	20	28	48	16	20	36	19	28	47



**ANCL 1890.**

**STAFF OF INSTRUCTORS, 1891.**

**EXPENDITURE, 1891.**

## Remarks.

Mean Quarterly Enrolment.			Average Daily Attendance.			Teachers.				Pupil Teachers.		Total.	Salaries and Allowances.	Building, Furnishing, and Repairs.	Remarks.
Boys.	Girls.	Total.	Boys.	Girls.	Total.	Males.		Females.		Males.	Females.				
						Masters.	Assistants.	Mistresses.	Assistants.						
24	17	41	16	12	28	1	...	...	...	...	...	1	£ 124 18 1	£ 4 15 0	Opened 6th July, 1891
26	25	51	18	16	34	1	...	...	...	...	...	1	195 2 0	1 15 0	
23	32	55	18	25	43	1	...	...	1	...	...	2	172 0 0	56 0 0	
105	87	192	80	66	146	1	...	...	3	...	1	5	541 15 3	7 14 3	
19	20	39	11	14	25	1	...	...	1	...	...	2	246 2 11	37 6 9	
29	28	57	18	15	33	1	1	...	...	...	...	2	290 12 1	17 13 0	
62	37	99	43	25	68	1	1	...	...	1	...	3	419 6 9	3 4 0	
37	44	81	25	28	53	1	...	...	1	...	...	2	254 16 0	7 3 0	
16	18	34	14	16	30	1	...	...	...	...	...	1	180 13 0	1 10 0	
103	131	234	84	107	191	1	2	...	...	2	...	6	781 8 9	3 12 0	
25	20	45	16	14	30	1	...	...	...	...	...	1	166 17 3	10 2 0	
46	40	86	35	29	64	1	...	...	...	...	2	3	309 3 10	1 5 0	
134	142	276	94	94	188	1	...	...	...	3	...	5	702 0 1	495 0 0	
26	16	42	20	12	32	1	...	...	...	...	...	1	149 6 9		Opened 6th July, 1891
71	92	163	54	70	124	1	1	...	1	...	1	4	547 2 8	20 10 0	
...	...	...	...	...	...	1	1	...	...	...	...	2	178 9 3	674 2 0	
77	63	140	55	41	96	1	1	...	1	...	...	3	459 4 6	4 5 0	
...	...	...	...	...	...	1	...	...	...	...	...	1	90 4 5	587 18 6	
34	27	61	22	15	37	1	...	...	1	...	...	2	280 16 10	24 4 2	
23	35	58	15	23	38	1	...	...	...	...	...	1	199 6 4		
86	...	86	66	...	66	1	1	...	...	...	...	2			
34	131	165	26	100	126	...	...	1	1	...	3	5	717 4 5	19 0 0	
387	390	777	268	255	523	1	2	...	5	2	5	15	1,798 10 0	22 0 6	
125	131	256	82	87	169	1	3	...	2	...	1	7	853 4 10	12 4 6	
1,119	...	1,119	852	...	852	1	21	...	...	...	...	22			
...	675	...	459	...	459	...	...	1	13	...	...	14	6,307 6 5	518 17 8	
229	243	472	158	156	314	...	...	1	5	...	4	10			
36	21	57	23	13	36	...	...	1	...	...	...	1	118 2 4		
486	...	486	358	...	358	1	3	...	2	4	...	10			
...	339	339	...	228	228	...	...	1	8	...	...	9	3,842 6 6	138 10 11	
303	363	666	198	229	427	...	...	1	8	...	3	12			
202	206	408	138	127	265	1	1	...	2	...	4	8	965 15 4	20 11 6	
315	...	315	239	...	239	1	3	...	...	3	...	7			
...	301	301	206	206	...	...	...	1	5	...	1	7	2,317 15 5	13 8 0	
166	181	347	107	108	215	...	...	1	4	...	4	9			
214	...	214	159	...	159	1	2	...	2	...	...	5	1,773 1 11	146 1 5	
134	314	448	94	224	318	...	...	1	6	...	2	9			
282	...	282	207	...	207	1	3	...	2	...	...	6			
...	290	290	...	214	214	...	...	1	6	...	...	7	2,703 7 7	81 8 4	
202	224	426	143	157	300	...	...	1	6	...	3	10			
242	236	478	166	151	317	1	1	...	5	2	2	11	1,276 11 7	943 3 0	
269	...	269	200	...	200	1	4	...	1	...	...	6	2,297 3 6	111 14 1	
158	372	530	111	258	369	...	...	1	9	...	2	12			
280	...	280	195	...	195	1	4	...	...	1	...	6	2,270 12 5	19 18 0	
136	426	562	93	286	379	...	...	1	9	...	1	11			
...	...	...	...	...	...	1	1	...	6	1	2	11	976 15 0	1,017 16 10	
234	239	473	155	151	306	1	...	...	5	1	3	10	981 4 3		
215	...	215	148	...	148	1	1	...	1	1	...	4			
...	165	165	...	117	117	...	...	1	3	...	...	4	2,047 7 4	8 18 0	
196	191	387	133	128	261	...	...	1	6	...	1	8			
322	...	322	229	...	229	1	2	...	1	3	...	7	2,303 11 4	88 6 11	
187	508	695	127	386	463	...	...	1	10	...	1	12			
51	47	98	37	29	66	1	...	...	1	...	1	3	346 0 6	4 14 6	
30	19	49	22	15	37	1	...	...	...	...	1	2	189 6 1	79 10 0	
163	136	299	114	97	211	1	1	...	3	1	1	7	863 8 8	5 18 0	
111	85	196	87	60	147	1	...	...	3	1	...	5	682 15 0	2 6 0	
90	85	175	67	61	128	1	...	...	1	1	...	3	534 5 0	4 3 9	
258	...	258	206	...	206	1	1	...	...	1	1	4			
123	337	460	85	251	336	...	...	1	...	3	5	9	1,611 4 7	833 12 4	
...	...	...	...	...	...	1	1	...	1	1	2	6	340 4 4	1,244 12 0	
131	139	270	98	95	193	1	1	...	3	...	1	6	840 2 0	30 9 0	
11	13	24	8	9	17	1	...	...	...	...	...	1	108 15 9		
12	13	25	8	10	18	1	...	...	...	...	...	1	279 11 9	3 9 11	
31	25	56	22	16	38	1	...	...	1	...	...	2	244 13 11		
35	33	68	20	18	38	1	...	...	1	...	...	2	199 17 10	1 15 9	
51	44	95	36	30	66	1	...	...	1	...	...	2	257 9 10	31 0 0	
24	20	44	16	14	30	1	...	...	1	...	...	2	189 19 4	115 1 7	
115	95	210	84	70	154	1	1	...	1	...	2	5	632 13 1	12 10 0	
35	37	72	26	26	52	1	...	...	1	...	...	2	232 3 11	1 12 0	
15	25	40	10	18	28	1	...	...	...	...	...	1	176 3 9	2 7 0	
25	21	46	18	15	33	1	...	...	1	...	...	2	261 5 10	9 0 0	
15	23	38	10	15	25	1	...	...	...	...	...	1	151 14 5	63 0 0	

Table  
LIST of STATE SCHOOLS, with the ATTENDANCE, STAFFS

SCHOOLS.	ATTENDANCE, 1891.									ATTEND		
	Annual Enrolment.			Mean Quarterly Enrolment.			Average Daily Attendance.			Annual Enrolment.		
	Boys.	Girls.	Total.	Boys.	Girls.	Total.	Boys.	Girls.	Total.	Boys.	Girls.	Total.
STATE SCHOOLS—continued.												
73. Cawarral ...	58	63	121	51	51	102	40	40	80	52	56	108
74. Cedar Creek ...	18	13	31	15	9	24	10	5	15	19	15	34
75. Charleville ...	138	127	265	102	97	199	69	68	137	108	114	222
76. Charters Towers—Boys	820	...	820	637	...	637	473	...	473	774	...	774
77. " Girls	...	772	772	...	450	450	...	308	308	...	561	561
78. " Infants	509	580	1,089	358	407	765	236	272	508	465	489	954
79. Childers ...	25	22	47	24	19	43	21	16	37	...	...	...
80. Chinchilla ...	55	47	102	45	38	83	34	29	63	53	40	93
81. Clermont ...	131	134	265	119	126	245	95	100	195	145	161	306
82. Cleveland, East ...	33	26	59	28	21	49	22	15	37	34	33	67
83. Clifton Colliery ...	44	38	82	35	32	67	23	22	45	38	41	79
84. " Homestead Area ...	20	18	38	18	16	34	13	12	25	17	17	34
85. Cometville ...	26	31	57	21	25	46	17	21	38	27	29	56
86. Condamine ...	16	21	37	14	18	32	11	14	25	16	16	32
87. Cooktown—Boys	144	...	144	124	...	124	102	...	102	146	...	146
88. " Girls and Infants	83	199	282	61	159	220	44	124	168	88	200	288
89. Coomera, Lower ...	37	38	75	27	30	57	20	21	41	36	36	72
90. " Upper ...	29	29	58	27	26	53	18	18	36	30	32	62
91. Cooper's Plains ...	54	44	98	46	37	83	35	27	62	53	43	96
92. Coorparoo ...	337	272	609	265	212	477	199	157	356	372	283	655
93. Copperfield ...	10	14	24	8	12	20	7	9	16	14	22	36
94. Craigie ...	27	27	54	23	22	45	18	18	36	33	26	59
95. Crosshill ...	24	20	44	23	20	43	13	13	26	19	20	39
96. Crow's Nest ...	28	38	66	24	29	53	18	21	39	29	35	64
97. Croydon ...	125	133	258	103	119	222	64	77	141	104	109	213
98. Cumberland ...	10	19	29	10	15	25	10	12	22	...	...	...
99. Cunnamulla ...	48	67	115	40	57	97	35	24	59	51	73	124
100. Dalby—Boys	119	...	119	96	...	96	72	...	72	113	...	113
101. " Girls and Infants	36	82	118	29	70	99	20	51	71	38	77	115
102. Darkey Flat ...	35	26	61	30	22	52	23	17	40	37	26	63
103. Dinmore ...	70	80	150	57	60	117	45	40	85	...	...	...
104. Drayton ...	89	68	157	73	58	131	51	41	92	82	69	151
105. Dugandan ...	100	92	192	82	72	154	57	49	106	97	74	171
106. Eagle Farm ...	99	73	172	80	61	141	57	43	100	113	83	196
107. Ebenezer ...	32	27	59	29	22	51	22	17	39	40	33	73
108. Elliot ...	24	16	40	19	12	31	13	8	21	23	15	38
109. Emerald ...	83	72	155	60	53	113	42	38	80	72	69	141
110. Emu Creek ...	42	31	73	36	25	61	26	17	43	39	27	66
111. Emu Park ...	21	33	54	18	28	46	17	25	42	34	60	94
112. Emu Vale... ..	59	58	117	54	48	102	35	33	68	60	55	115
113. Engelsburg ...	77	56	133	69	46	115	47	32	79	73	48	121
114. Enoggera ...	64	60	124	51	52	103	36	38	74	42	61	103
115. Esk ...	86	64	150	70	51	121	51	38	89	70	68	138
116. Eton ...	56	39	95	44	31	75	34	24	58	45	42	87
117. Fernvale ...	35	35	70	30	28	58	21	19	40	39	34	73
118. Fig-tree Pocket ...	16	31	47	16	28	44	12	19	31	20	32	52
119. Freestone Creek, Lower	30	46	76	25	42	67	16	29	45	32	44	76
120. " " Upper	34	31	65	32	29	61	23	22	45	36	31	67
121. Gayndah ...	82	64	146	64	53	117	44	36	80	79	65	144
122. Geham ...	75	77	152	67	66	133	54	50	104	78	70	148
123. Georgetown ...	33	35	68	22	24	46	16	17	33	26	34	60
124. German Station ...	221	193	414	175	157	332	130	111	241	201	192	393
125. Gin Gin ...	39	38	77	29	31	60	21	23	44	24	26	50
126. Gladstone ...	120	100	220	98	74	172	80	60	140	117	78	195
127. Glamorgan Vale ...	40	61	101	35	48	83	21	28	49	40	46	86
128. Glencoe ...	36	25	61	33	22	55	28	17	45	34	31	65
129. Glenmore ...	27	17	44	25	15	40	20	12	32	35	21	56
130. Glenvale ...	74	49	123	60	40	100	44	29	73	58	49	107
131. Gomorrion ...	29	34	63	26	29	55	17	20	37	29	31	60
132. Gooburru ...	26	26	52	20	21	41	15	17	32	19	24	43
133. Goodna ...	101	92	193	87	82	169	70	67	137	103	109	212
134. Goombungee ...	44	28	72	41	23	64	30	16	46	44	23	67
135. Goomburra ...	22	23	45	20	20	40	15	15	30	28	22	50
136. Goondiwindi ...	79	90	169	70	73	143	50	46	96	79	80	159
137. Gowrie Creek ...	40	37	77	31	31	62	20	22	42	46	40	86
138. Gowrie Junction ...	54	48	102	42	41	83	29	29	58	53	51	104
139. Gowrie Little Plain ...	30	34	64	27	29	56	21	18	39	25	32	57
140. Gowrie Road ...	39	36	75	30	29	59	21	22	43	42	32	74
141. Gracemere ...	33	30	63	26	25	51	19	20	39	36	35	71
142. Grandchester ...	28	25	53	27	22	49	20	16	36	34	27	61
GYMPIE—												
143. Central—Boys ...	339	...	339	262	...	262	209	...	209	305	...	305
144. " Girls and Infants	210	439	649	144	345	489	106	256	362	192	422	614
145. Monkland ...	199	161	360	167	135	302	135	110	245	190	158	348

C—continued.

EMPLOYED, and COST of MAINTENANCE during 1891—continued.

ANCE, 1890.			STAFF OF INSTRUCTORS, 1891.										EXPENDITURE, 1891.			Remarks.		
Mean Quarterly Enrolment.			Average Daily Attendance.			Teachers.				Pupil Teachers.		Total.	Salaries and Allowances.	Building, Furnishing, and Repairs.				
						Males.		Females.		Males.	Females.							
Boys.	Girls.	Total.	Boys.	Girls.	Total.	Masters.	Assistants.	Misses.	Assistants.			Males.	Females.		£		s.	d.
47	48	95	37	37	74	1	...	...	1	...	1	3	£	s.	d.	£	s.	d.
14	11	25	11	8	19	1	...	...	...	...	...	1	289	6	7	76	10	0
87	88	175	60	57	117	1	1	...	2	...	...	4	151	4	9	1	10	0
622	...	622	463	...	463	1	5	...	...	6	...	12	564	6	3	1	12	0
...	462	462	...	318	318	...	...	1	3	...	4	8	4,029 18 10		180 3 11			
346	353	699	234	224	458	...	...	1	4	...	8	13						
...	...	...	...	...	...	1	...	...	...	...	...	1	55	10	6	617	16	3
41	35	76	29	27	56	1	...	...	1	...	...	2	295	0	6	396	1	2
122	136	258	102	110	212	1	...	...	2	...	4	7	662	4	6	42	10	0
25	26	51	19	18	37	1	...	...	...	...	1	2	175	10	2	5	14	0
27	28	55	18	16	34	...	1	1	...	...	...	2	205	18	11	1	4	9
15	14	29	11	9	20	1	...	...	...	...	...	1	155	1	8	3	5	9
19	23	42	15	19	34	1	...	...	...	...	...	1	173	1	5	7	0	0
12	14	26	10	10	20	1	...	...	...	...	...	1	115	18	2			
121	...	121	100	...	100	1	2	...	...	...	...	3	966 13 5		9 10 6			
61	164	225	46	132	178	...	...	1	2	...	2	5						
30	28	58	21	17	38	1	...	...	...	...	1	2	239	17	4	2	3	6
25	25	50	15	16	31	1	...	...	...	...	...	1	162	12	3			
43	37	80	32	26	58	1	...	...	1	...	...	2	303	7	0	21	16	6
275	211	486	201	146	347	1	2	...	5	...	2	10	1,365	4	2	2	15	0
13	18	31	11	14	25	1	...	...	...	...	...	1	40	11	3	...		
26	21	47	21	16	37	1	...	...	...	1	...	2	227	19	10	22	5	0
17	16	33	10	10	20	1	...	...	...	...	...	1	118	10	0	1	4	0
24	27	51	16	18	34	1	...	...	1	...	...	2	246	3	9	9	18	3
102	107	209	72	74	146	1	1	...	1	...	1	4	788	11	1	870	3	7
...	...	...	...	...	...	1	...	...	...	...	...	1	250	3	8	365	12	0
40	57	97	23	32	55	1	...	...	...	1	...	2	411	3	7	10	0	0
86	...	86	61	...	61	1	...	...	...	1	...	2	541 8 6		11 2 6			
25	61	86	17	46	63	...	...	1	1	...	...	2						
33	24	57	25	19	44	1	...	...	...	1	...	2	236	17	4	1	19	0
...	...	...	...	...	...	1	...	...	...	1	...	2	278	14	6	190	12	0
72	58	130	52	42	94	1	...	...	2	...	...	3	418	11	2	39	7	0
78	60	138	51	37	88	1	...	...	1	...	1	3	360	1	3	22	7	0
84	66	150	56	46	102	1	...	...	...	2	1	4	508	9	0	1	12	0
34	30	64	24	23	47	1	...	...	1	...	...	2	244	0	10	26	12	4
18	11	29	10	7	17	1	...	...	...	...	...	1	134	12	11			
63	52	115	48	35	83	1	...	...	...	1	...	2	400	17	7	151	12	0
32	20	52	22	13	35	1	...	...	...	...	...	1	180	17	9			
22	35	57	15	23	38	1	...	...	1	...	...	2	251	9	9			
45	46	91	33	31	64	1	...	...	...	1	1	3	295	13	11	118	17	5
62	40	102	35	23	58	1	...	...	1	...	...	2	299	4	6			
36	51	87	25	35	60	1	...	...	1	...	...	2	326	3	7	1	15	0
56	47	103	41	35	76	1	...	...	1	...	...	2	340	9	8	4	9	9
37	29	66	29	22	51	1	...	...	1	...	...	2	219	17	11			
32	28	60	23	18	41	1	...	...	...	...	...	1	211	7	5	9	10	0
18	30	48	12	20	32	1	...	...	...	...	...	1	163	5	4	26	6	2
26	34	60	16	23	39	1	...	...	...	1	...	2	270	12	10	15	7	6
34	27	61	23	17	40	1	...	...	...	...	1	2	239	4	8	2	1	6
65	53	118	48	40	88	1	...	...	1	...	1	3	394	3	1	24	7	6
69	64	133	50	45	95	1	...	...	2	...	1	4	491	0	7	5	4	0
17	28	45	13	21	34	1	...	...	...	...	...	1	206	5	4	3	12	6
152	147	299	106	97	203	1	1	...	2	3	1	8	849	15	2	7	10	0
24	26	50	20	20	40	1	...	...	...	...	...	1	175	10	11	89	8	0
84	55	139	59	38	97	1	1	...	1	...	1	4	398	19	10	3	10	0
32	39	71	18	20	38	1	...	...	...	1	...	2	262	12	2	0	13	0
29	26	55	23	20	43	1	...	...	...	1	...	2	278	9	7	3	0	0
28	18	46	18	31	31	1	...	...	...	...	...	1	162	2	0	95	0	0
50	39	89	36	27	63	1	...	...	1	...	...	2	325	8	10			
26	26	52	18	18	36	1	...	...	...	1	...	2	212	6	9	1	15	0
18	23	41	13	17	30	1	...	...	...	...	...	1	224	0	4	1	17	0
89	83	172	67	58	125	1	...	...	2	1	...	4	492	7	6	5	1	0
40	20	60	29	14	43	1	...	...	...	...	1	2	274	9	11	7	5	6
21	21	42	15	15	30	1	...	...	...	...	...	1	136	4	7			
67	64	131	49	43	92	1	...	...	1	...	1	3	338	15	10	76	2	0
38	35	73	24	23	47	1	...	...	1	...	...	2	337	6	10	19	5	9
42	39	81	28	25	53	1	1	...	...	...	...	2	296	5	10	4	17	6
21	29	50	16	21	37	1	...	...	1	...	...	2	204	3	8	5	0	0
29	27	56	19	19	38	1	...	...	...	...	1	2	240	13	0	118	5	0
27	26	53	20	19	39	1	...	...	...	...	...	1	155	13	7	7	4	6
25	23	48	18	16	34	1	...	...	...	...	...	1	193	1	2	0	1	7
249	...	249	189	...	189	1	2	...	1	2	...	6	1,740 6 7		288 4 6			
131	325	459	96	225	321	...	...	1	3	...	5	9						
164	138	302	126	108	234	1	1	...	2	...	3	7	772	19	5	3	5	0



Table  
LIST of STATE SCHOOLS, with the ATTENDANCE, 1891.

SCHOOLS.	ATTENDANCE, 1891.									ATTENDANCE, 1891.		
	Annual Enrolment.			Mean Quarterly Enrolment.			Average Daily Attendance.			Annual Enrolment.		
	Boys.	Girls.	Total.	Boys.	Girls.	Total.	Boys.	Girls.	Total.	Boys.	Girls.	Total.
<b>STATE SCHOOLS—continued.</b>												
<b>GYMPIE—continued.</b>												
146. One-Mile—Boys ...	316	...	316	270	...	270	216	...	216	301	...	301
147. " Girls ...	...	336	336	...	283	283	...	229	229	...	296	296
148. " Infants ...	249	267	516	180	206	386	131	156	287	181	240	421
149. Two-Mile ...	50	43	93	37	33	70	25	20	45	55	52	107
150. Halifax ...	30	22	52	27	20	47	23	16	39	...	...	...
151. Harrison's Pocket ...	29	28	57	23	25	48	16	17	33	29	27	56
152. Harrisville ...	45	63	108	38	51	89	32	41	73	52	57	109
153. Hatton Vale ...	46	41	87	37	35	72	25	25	50	45	36	81
154. Hemmant ...	52	48	100	45	36	81	31	24	55	49	53	102
155. Hendon ...	30	28	58	25	25	50	17	18	35	35	27	62
156. Herberton ...	114	141	255	92	115	207	68	84	152	116	121	237
157. Hermitage ...	26	25	51	23	22	45	19	17	36	30	23	53
158. Highfields ...	52	59	111	46	54	100	34	36	70	53	55	108
159. Homebush ...	36	27	63	31	23	54	22	16	38	38	28	66
160. Howard ...	98	91	189	87	83	170	68	61	129	111	109	220
161. Hughenden ...	143	162	305	93	120	213	70	89	159	106	141	247
162. Indooroopilly ...	149	119	268	130	98	228	94	83	177	146	115	261
163. Indooroopilly Pocket ...	49	63	112	42	53	95	33	40	73	38	43	81
164. Ingham ...	44	30	74	34	24	58	21	15	36	43	29	72
165. Inglewood ...	33	22	55	32	18	50	22	12	34	36	21	57
<b>IPSWICH—</b>												
166. East—Boys ...	224	...	224	171	...	171	128	...	128	217	...	217
167. Middle—Girls and Infants ...	125	449	574	89	360	449	67	278	345	119	493	612
168. Newtown ...	205	156	361	158	124	282	121	92	213	183	146	329
169. North—Boys ...	218	...	218	178	...	178	131	...	131	248	...	248
170. " Girls and Infants ...	138	326	464	103	277	380	79	209	288	145	312	457
171. West—Boys ...	213	...	213	170	...	170	133	...	133	195	...	195
172. " Girls and Infants ...	105	207	312	75	156	231	55	114	169	105	204	309
173. Irvinebank ...	36	26	62	33	22	55	28	19	47	28	23	51
174. Isisford ...	19	25	44	17	22	39	14	17	31	18	22	40
175. Jondaryan ...	51	41	92	45	34	79	34	25	59	56	45	101
176. Kalkie ...	41	42	83	30	31	61	22	23	45	51	46	97
177. Kamerunga ...	53	45	98	36	31	67	21	20	41	56	51	107
178. Kilkivan ...	44	26	70	42	26	68	33	20	53	55	35	90
179. Killarney ...	74	66	140	63	53	116	46	38	84	73	70	143
180. Kirchheim ...	55	60	115	49	56	105	40	47	87	49	57	106
181. Kolan, South ...	67	55	122	65	45	110	55	35	90	75	60	135
182. Laidley, North ...	96	110	206	76	96	172	50	70	120	93	114	207
183. " South ...	45	51	96	34	42	76	22	27	49	34	46	80
184. Leyburn ...	32	37	69	29	35	64	26	31	57	33	48	81
185. Little Cabbage-tree Creek ...	66	42	108	53	31	84	41	22	63	54	28	82
186. Lord John Swamp ...	33	31	64	27	27	54	19	18	37	27	28	55
187. Lowood ...	51	66	117	43	49	92	29	34	63	47	63	110
188. Lytton ...	45	28	73	35	23	58	28	18	46	53	45	98
189. Mackay—Boys ...	294	...	294	244	...	244	194	...	194	302	...	302
190. " Girls and Infants ...	168	373	541	117	324	441	86	236	322	147	344	491
191. " North ...	36	27	63	33	27	60	24	17	41	42	30	72
192. Ma Ma Hill ...	16	17	33	9	14	23	5	9	14	14	15	29
193. Ma Ma Creek ...	26	31	57	21	24	45	14	17	31	38	33	71
194. Marburg ...	73	73	146	65	60	125	46	42	88	62	61	123
<b>MARYBOROUGH—</b>												
195. Albert ...	488	422	910	395	341	736	315	267	582	472	398	870
196. Central—Boys ...	237	...	237	184	...	184	156	...	156	284	...	284
197. " Girls ...	...	242	242	...	189	189	...	148	148	...	278	278
198. " Infants ...	156	155	311	113	112	225	87	83	170	168	158	326
199. East ...	89	66	155	67	57	124	54	48	102	82	67	149
200. St. Helen's ...	94	76	170	73	59	132	52	44	96	121	92	213
201. Sunbury ...	56	33	89	46	29	75	36	21	57	...	...	...
202. West ...	204	212	416	157	163	320	131	136	267	196	202	398
203. Maytown ...	25	29	54	18	26	44	15	21	36	20	37	57
204. Meringandan ...	40	43	83	34	37	71	25	26	51	42	49	91
205. Merritt's Creek ...	47	43	90	38	35	73	29	26	55	42	37	79
206. Milbong ...	30	30	60	29	25	54	21	17	38	33	36	69
207. Miles ...	37	43	80	33	38	71	26	29	55	31	34	65
208. Milchester ...	136	129	265	112	102	214	84	71	155	148	137	285
209. Milora ...	38	36	74	32	29	61	23	20	43	40	41	81
210. Minden ...	38	37	75	34	32	66	31	28	59	37	34	71
211. Mitchell ...	83	91	174	71	73	144	55	52	107	80	75	155
212. Morven ...	26	37	63	19	29	48	15	23	38	20	26	46
213. Mount Albion ...	44	41	85	40	37	77	33	31	64	46	45	91
214. Mount Brisbane ...	29	26	55	28	25	53	22	20	42	34	33	67

EXPENDED, and COST of MAINTENANCE during 1891—continued.

No.		STAFF OF INSTRUCTORS, 1891.										EXPENDITURE, 1891.				Remarks.		
Quarterly enrolment.		Average Daily Attendance.			Teachers.				Pupil Teachers.		Total.	Salaries and Allowances.		Building, Furnishing, and Repairs.				
					Males.		Females.		Males.	Females.								
					Masters.	Assistants.	Mistresses.	Assistants.										
Cirls.	Total.	Boys.	Cirls.	Total.	Masters.	Assistants.	Mistresses.	Assistants.	Males.	Females.		£	s.	d.	£	s.	d.	
...	250	192	...	192	1	3	...	1	1	...	6							
250	250	...	196	196	...	...	1	5	...	1	7	}	2,178	8	5	1,326	2	2
182	305	88	133	221	...	...	1	4	...	3	8							
35	77	29	19	48	1	...	...	...	...	1	2							
...	...	...	...	...	1	...	...	...	...	...	1							
20	42	15	14	29	1	...	...	...	...	...	1		225	17	1	30	18	6
45	89	29	30	59	1	...	...	...	...	...	1		85	7	0	792	3	9
30	70	30	21	51	1	...	...	...	...	...	1		150	14	10	0	12	0
41	80	28	25	53	...	...	1	...	...	...	2		279	19	6	75	16	5
26	52	13	17	30	1	...	...	...	...	...	1		248	11	7	3	16	3
106	196	64	82	146	1	1	...	3	...	...	5		257	9	0	2	15	0
22	49	22	16	38	1	...	...	...	...	...	1		165	13	7	7	14	0
49	92	25	29	54	1	...	...	...	...	2	3		735	4	9	100	5	0
24	51	19	15	34	1	...	...	...	...	...	1		214	5	3	90	13	0
86	182	78	65	143	1	1	...	1	1	...	4		282	9	1	15	2	7
102	181	57	73	130	1	...	...	1	1	2	5		145	4	10	95	1	2
90	210	85	56	141	1	...	...	3	...	1	5		543	3	3	2	9	0
36	65	23	28	51	1	...	...	...	...	1	2		573	18	11	47	8	0
23	57	22	16	38	1	...	...	...	...	...	1		618	17	7	11	3	0
17	48	23	12	35	1	...	...	...	...	...	1		250	19	10			
													223	4	1			
													205	7	2	17	15	0
...	178	131	...	131	1	2	...	...	1	...	4		694	15	8	5	0	0
375	461	62	266	328	...	...	1	6	...	2	9		1,078	2	2	92	17	9
111	259	110	79	189	1	2	...	1	1	1	6		885	13	11	184	2	6
...	193	132	...	132	1	...	...	...	2	...	3							
264	364	71	185	256	...	...	1	7	...	...	8	}	1,438	9	10	1	14	3
...	144	108	...	108	1	2	...	...	1	...	4							
151	222	53	108	161	...	...	1	3	...	1	5							
21	49	25	18	43	1	...	...	...	...	1	2		217	19	1	2	10	0
17	30	10	12	22	1	...	...	...	...	...	1		201	15	11	4	3	0
37	83	36	25	61	1	...	...	...	...	1	2		254	11	6	14	2	0
30	60	21	20	41	1	...	...	1	...	...	2		292	14	0			
35	73	21	20	41	1	...	...	...	...	...	1		344	11	10	1	10	6
25	64	30	20	50	1	1	...	...	...	...	2		292	3	10	90	17	0
58	123	42	35	77	1	1	...	...	1	1	4		462	5	6	9	10	0
53	99	38	42	80	1	1	...	1	...	...	3		440	12	0	1	15	0
44	102	47	34	81	1	...	...	1	1	...	3		438	19	0			
98	174	51	66	117	1	1	...	1	...	...	3		445	9	1	3	2	0
37	66	19	23	42	1	...	...	...	...	1	2		275	3	11	4	1	0
41	70	25	34	59	1	...	...	1	1	...	3		381	14	0	26	19	6
25	74	38	19	57	1	1	...	...	...	...	2		329	0	9	27	6	0
23	43	18	13	31	1	...	...	...	1	...	2		274	6	8	1	0	0
48	86	24	34	58	1	...	...	1	...	...	2		266	13	0	1	12	0
35	80	34	25	59	1	...	...	...	...	1	2		225	5	1			
...	258	195	...	195	1	2	...	...	2	1	6	}	1,592	6	7	153	9	8
308	419	74	209	283	...	...	1	4	...	3	8							
21	53	22	13	35	1	...	...	1	...	...	2							
15	28	8	9	17	1	...	...	...	...	...	1		231	18	7	123	14	9
26	55	18	16	34	1	...	...	...	...	...	1		130	6	3	13	3	3
54	110	37	35	72	1	...	...	1	1	...	3		204	15	1	85	0	0
													373	3	7	18	6	0
320	688	288	236	524	1	3	...	10	1	2	17		2,104	10	5	45	3	0
...	224	179	...	179	1	1	...	...	4	...	6	}	1,905	1	2	62	7	9
212	212	...	161	161	...	...	1	2	...	2	5							
113	237	94	82	176	...	...	1	2	...	2	5							
55	123	50	44	94	1	...	...	2	...	1	4		476	10	8	8	0	0
75	168	61	48	109	1	...	...	1	2	...	4		426	5	4	1	10	0
...	...	...	...	...	1	...	...	...	...	1	2		268	8	11	92	0	0
155	301	113	118	231	1	1	...	4	...	1	7		852	7	5	684	11	6
30	48	14	22	36	1	...	...	...	...	...	1		230	17	1	591	10	0
42	81	28	28	56	1	...	...	...	...	1	2		286	15	8	10	18	6
32	68	28	25	53	1	...	...	...	1	...	2		261	1	2	15	12	3
29	57	20	20	40	1	...	...	...	...	1	2		219	19	9	14	8	6
32	58	21	26	47	1	...	...	1	...	...	2		314	4	10	14	18	0
113	231	85	77	162	1	2	...	...	...	2	5		636	15	10			
32	68	25	22	47	1	...	...	1	...	...	2		311	9	0			
33	65	27	28	55	1	...	...	1	...	...	2		318	14	1	0	15	3
60	124	46	41	87	1	...	...	2	...	...	3		505	18	7	6	10	6
25	45	17	23	40	1	...	...	...	...	...	1		170	2	11	134	0	0
34	71	30	26	56	1	1	...	...	...	...	2		366	9	4	179	1	1
29	59	24	22	46	1	...	...	1	...	...	2		206	0	6			

Opened 17th Sep., 1891

Opened 19th Jan., 1891

Table  
LIST of STATE SCHOOLS, with the ATTENDANCE, STAFFS

SCHOOLS.	ATTENDANCE, 1891.									ATTEND		
	Annual Enrolment.			Mean Quarterly Enrolment.			Average Daily Attendance.			Annual Enrolment.		
	Boys.	Girls.	Total.	Boys.	Girls.	Total.	Boys.	Girls.	Total.	Boys.	Girls.	Total.
STATE SCHOOLS—continued.												
287. Teviotville ... ..	75	59	134	64	51	115	47	39	86	63	50	113
288. Tewantin ... ..	22	34	56	19	30	49	16	25	41	27	35	62
289. Thornton ... ..	42	24	66	40	23	63	28	16	44	39	20	59
290. Thursday Island ... ..	32	33	65	23	23	46	19	18	37	19	9	28
291. Tiara ... ..	117	99	216	92	82	174	72	62	134	100	97	197
292. Tinana ... ..	129	120	249	107	102	209	83	77	160	113	101	214
293. Tingalpa ... ..	31	28	59	26	24	50	20	17	37	30	25	55
294. Tivoli ... ..	33	46	79	27	34	61	19	23	42	45	56	101
295. Toolburra, South ... ..	15	7	22	13	6	19	11	5	16	17	13	30
TOOWOOMBA—												
296. East ... ..	290	238	528	235	184	419	175	133	308	264	207	471
297. Middle Ridge ... ..	132	111	243	105	86	191	83	69	152	118	97	215
298. North—Boys ... ..	252	...	252	219	...	219	168	...	168	259	...	259
299. " Girls and Infants ... ..	119	324	443	88	284	372	60	210	270	101	306	407
300. South—Boys ... ..	198	...	198	149	...	149	114	...	114	235	...	235
301. " Girls ... ..	...	187	187	...	146	146	...	111	111	...	179	179
302. " Infants ... ..	121	149	270	84	111	195	62	79	141	127	150	277
303. Torbanellea ... ..	44	42	86	33	32	65	26	25	51	44	52	96
TOWNSVILLE—												
304. Mundingburrah ... ..	181	137	318	141	102	243	107	76	183	149	115	264
305. Ross Island ... ..	267	259	526	214	207	421	157	146	303	244	266	510
306. Townsville—Boys ... ..	211	...	211	155	...	155	113	...	113	211	...	211
307. " Girls and Infants ... ..	102	269	371	73	216	289	53	169	222	87	298	385
308. North ... ..	49	40	89	35	33	68	26	27	53	45	34	79
309. West ... ..	266	266	532	208	204	412	161	157	318	285	250	535
310. Tummaville ... ..	13	17	30	13	16	29	7	9	16	14	16	30
311. Umbiram ... ..	42	19	61	39	18	57	27	14	41	39	22	61
312. Urangan ... ..	27	28	55	23	24	47	19	20	39	24	24	48
313. Veresdale ... ..	28	31	59	23	23	46	16	17	33	28	28	56
314. Walkerton (Alsatia) ... ..	75	67	142	59	53	112	45	39	84	57	56	113
315. Wallangarra ... ..	30	37	67	25	33	58	18	23	41	38	36	74
316. Walloon ... ..	34	60	94	29	43	72	22	30	52	41	57	98
317. Warner ... ..	44	40	84	37	35	72	23	21	44	42	40	82
318. Warra ... ..	32	19	51	31	17	48	26	12	38	33	17	50
319. Warrill Creek ... ..	37	38	75	30	27	57	22	17	39	30	30	60
WARWICK—												
320. East ... ..	136	92	228	112	73	185	89	52	141	131	84	215
321. West—Boys ... ..	195	...	195	164	...	164	134	...	134	195	...	195
322. " Girls and Infants ... ..	72	222	294	52	184	236	40	138	178	77	223	300
323. Waterford ... ..	72	48	120	69	45	114	50	28	78	77	49	126
324. Watsonville ... ..	19	20	39	18	16	34	15	13	28	22	18	40
325. Wellington Point ... ..	56	40	96	42	30	72	30	22	52	42	23	65
326. Westwood ... ..	46	49	95	44	42	86	34	30	64	56	48	104
327. Winton ... ..	61	47	108	47	34	81	31	24	55	58	47	105
328. Woodford ... ..	37	35	72	30	29	59	24	20	44	42	30	72
329. Woodview ... ..	33	32	65	29	30	59	21	19	40	...	...	...
330. Woongarra ... ..	39	41	80	33	34	67	24	24	48	41	36	77
331. Yaamba ... ..	14	12	26	9	10	19	8	7	15	12	24	36
332. Yangan ... ..	56	53	109	46	44	90	33	33	66	55	59	114
333. Yengarie ... ..	53	41	94	52	39	91	40	28	68	67	59	126
334. Yeppoon ... ..	42	34	76	31	27	58	24	20	44	38	36	74
335. Yeronga ... ..	101	87	188	79	63	142	57	41	98	121	109	230
336. Yeulba ... ..	68	57	125	56	51	107	41	38	79	65	61	126
337. Zillmere ... ..	81	74	155	67	61	128	51	44	95	129	103	232
PROVISIONAL SCHOOLS.												
1. Adavale ... ..	15	18	33	9	11	20	6	9	15	18	14	32
2. Airdale ... ..	17	8	25	15	8	23	11	5	16	16	8	24
3. Albionville ... ..	11	12	23	11	11	22	7	8	15	...	...	...
4. Alpha ... ..	22	20	42	17	16	33	14	14	28	11	19	30
5. Alton Downs ... ..	16	12	28	15	10	25	10	5	15	22	12	34
6. Andromanche ... ..	6	10	16	6	10	16	5	8	13	6	8	14
7. Apple-tree Creek ... ..	20	20	40	15	14	29	10	8	18	15	13	28
8. Arrilalah ... ..	14	15	29	11	12	23	8	10	18	9	13	22
9. Atherton ... ..	11	10	21	9	8	17	7	7	14	...	...	...
10. Atkinson's Lagoon ... ..	20	18	38	19	16	35	13	11	24	21	18	39
11. Augathella ... ..	35	27	62	32	25	57	24	17	41	23	26	49
12. Ayr ... ..	28	27	55	23	22	45	14	16	30	27	23	50
13. Baffle Creek No. 1 ... ..	4	2	6	4	2	6	4	2	6	4	3	7
14. Baffle Creek No. 2 ... ..	2	4	6	2	4	6	2	4	6	2	5	7



discontinued.

EXPENSE, and Cost of MAINTENANCE during 1891—continued.

890.		STAFF OF INSTRUCTORS, 1891.										EXPENDITURE, 1891.		Remarks.			
Quarterly Enrolment.		Average Daily Attendance.			Teachers.				Pupil Teachers.		Total.	Salaries and Allowances.	Building, Furnishing, and Repairs.				
					Males.		Females.		Males.	Females.							
Girls.	Total.	Boys.	Girls.	Total.	Masters.	Assistants.	Mistresses.	Assistants.			Males.	Females.	£		s.	d.	£
44	100	42	32	74	1	...	...	1	...	1	3	284	0	1			
28	48	13	20	33	1	...	...	1	...	...	2	208	12	9	27	15	0
17	53	24	11	35	1	...	...	...	...	...	1	129	11	0	1	5	6
8	20	9	6	15	...	...	1	...	...	...	1	156	5	8			
84	172	67	58	125	1	1	...	...	...	1	3	469	14	4	7	18	0
91	190	78	71	149	1	2	...	...	...	1	4	482	19	5	3	15	6
20	46	19	14	33	1	...	...	...	...	...	1	154	0	8	6	10	0
45	82	25	28	53	1	...	...	1	...	...	2	286	17	2			
11	26	10	7	17	...	...	1	...	...	...	1	123	11	9	5	4	8
178	405	162	120	282	1	2	...	4	1	1	9	1,186	19	8	48	19	10
86	184	77	66	143	1	1	...	1	...	2	5	526	17	9	16	19	0
...	203	149	...	149	1	2	...	...	2	...	5	1,575	7	4	104	8	6
246	315	47	169	216	...	...	1	7	...	...	8						
...	173	125	...	125	1	3	...	...	...	...	4						
138	138	...	99	99	...	...	1	2	...	1	4						
111	201	64	76	140	...	...	1	3	...	...	4	1,545	13	6	14	5	3
36	70	27	27	54	1	...	...	...	...	1	2						
94	211	85	66	151	1	1	...	1	...	2	5	585	18	5	0	15	6
209	418	153	144	297	1	1	...	3	...	4	9	1,114	10	11	1	17	6
...	160	119	...	119	1	3	...	...	...	...	4	1,487	2	6	1,051	10	10
213	278	50	161	211	...	...	1	4	...	2	7						
31	67	27	25	52	1	...	...	...	...	1	2						
198	421	165	150	315	1	1	...	4	...	3	9						
15	28	9	9	18	1	...	...	...	...	...	1	1,055	11	11	1	8	6
21	56	24	16	40	1	...	...	...	...	...	1	104	12	3	5	0	0
24	48	21	21	42	1	1	...	...	...	...	2	240	18	11	0	9	6
24	49	16	17	33	1	...	...	...	1	...	2	275	18	10	11	1	0
45	90	32	30	62	1	...	...	...	1	...	2	220	15	3			
29	58	20	19	39	1	...	...	...	...	1	2	300	17	4	6	0	0
49	82	23	34	57	1	...	...	1	...	...	2	232	16	4	6	11	6
36	73	23	19	42	1	...	...	1	...	...	2	325	10	0	72	6	6
13	43	24	9	33	1	...	...	...	...	...	2	261	6	4	2	9	6
26	49	16	18	34	1	...	...	...	...	...	1	187	15	2	3	6	6
61	168	82	45	127	1	1	...	...	2	1	5	654	14	4	1	9	9
...	163	133	...	133	1	3	...	...	...	...	4	1,472	12	4	6	16	7
191	245	41	141	182	...	...	1	4	...	...	5						
45	114	52	28	80	1	...	...	1	...	1	3						
16	34	12	13	25	1	...	...	...	...	...	1						
19	48	21	14	35	1	...	...	...	1	...	2	178	15	6	8	13	0
39	86	34	27	61	1	1	...	...	...	...	2	220	16	6			
36	84	34	26	60	1	1	...	...	...	...	2	312	0	7			
21	55	24	13	37	...	...	1	...	...	1	2	424	2	0	8	12	6
...	...	...	...	...	1	...	...	...	...	...	1	156	16	10			
31	67	25	21	46	1	...	...	1	...	...	1	185	5	10	81	11	0
12	19	5	8	13	...	...	1	...	...	...	2	262	8	11			
50	98	33	37	70	1	...	...	...	...	1	1	87	6	4	1	5	0
44	102	44	30	74	1	...	...	...	...	1	2	380	0	8			
25	54	22	18	40	1	...	...	...	...	...	2	316	0	5	4	0	0
85	175	63	53	116	1	1	...	1	...	...	1	191	4	11	21	18	3
49	106	43	36	79	1	...	...	1	...	1	3	506	19	1	10	8	0
78	164	57	53	110	1	...	...	2	...	...	3	343	17	11	0	17	6
12	24	9	9	18	...	...	1	...	...	...	1	432	10	3	19	12	0
8	24	14	5	19	1	...	...	...	...	...	1						
...	...	...	...	...	1	...	...	...	...	...	1	89	7	0			
16	26	9	13	22	...	...	1	...	...	...	1	82	1	6			
12	31	9	7	16	...	...	1	...	...	...	1	46	15	8			
8	14	5	6	11	...	...	1	...	...	...	1	81	10	2			
12	25	9	7	16	1	...	...	...	...	...	1	81	15	5			
10	19	7	8	15	1	...	...	...	...	...	1	57	5	8			
...	...	...	...	...	1	...	...	...	...	...	1	75	17	11			
12	28	10	8	18	1	...	...	...	...	...	1	113	3	2			
22	45	19	17	36	1	...	...	...	...	...	1	90	11	11			
17	33	11	12	23	1	...	...	...	...	...	1	90	16	1			
3	6	3	3	6	1	...	...	...	...	...	1	91	5	8			
5	7	2	4	6	1	...	...	...	...	...	1	119	4	6			
											1	32	1	1			

Opened 19th Jan., 1891

Opened 6th July, 1891

Opened 2nd Mar., 1891

## LIST of PROVISIONAL SCHOOLS, with the ATTENDANCE,

SCHOOLS.	ATTENDANCE, 1891.									Annual Enrol	
	Annual Enrolment.			Mean Quarterly Enrolment.			Average Daily Attendance.				
	Boys.	Girls.	Total.	Boys.	Girls.	Total.	Boys.	Girls.	Total.		
PROVISIONAL SCHOOLS—continued.											
15. Bajool ...	7	13	20	6	13	19	4	9	13	8	17
16. Bathampton ...	20	28	48	19	27	46	16	24	40	...	...
17. Belivah ...	8	21	29	8	18	26	3	10	13	9	17
18. Belmont ...	24	23	47	18	18	36	11	9	20	21	20
19. Blackall Range ...	10	10	20	8	8	16	7	6	13	7	7
20. Blackfellow's Creek ...	27	21	48	23	16	39	14	11	25	23	18
21. Black Jack ...	51	38	89	50	38	88	34	24	58	58	44
22. Blackwater ...	12	14	26	9	12	21	6	8	14	13	15
23. Blantyre ...	22	20	42	14	16	30	16	15	31	27	24
24. Blaxland ...	12	8	20	11	7	18	8	6	14	12	10
25. Bollon ...	10	20	30	12	19	31	7	14	21	9	19
26. Boolburra ...	17	21	38	16	20	36	13	18	31	17	20
27. Boulia ...	11	12	23	9	10	19	7	8	15	10	10
28. Boyne River ...	14	16	30	14	16	30	8	8	16	...	...
29. Branch Creek ...	11	15	26	8	12	20	5	7	12	10	12
30. Brandon ...	20	22	42	17	17	34	12	11	23	16	23
31. Bromelton ...	15	14	29	13	14	27	8	9	17	15	16
32. Brown's Plains ...	30	19	49	22	16	38	13	11	24	23	18
33. Brushy Creek ...	9	8	17	8	7	15	7	6	13	11	9
34. Bucca Crossing ...	20	13	33	17	12	29	10	7	17	17	12
35. Bunburra ...	15	14	29	13	13	26	9	9	18	13	12
36. Bundall ...	11	23	34	10	21	31	7	16	23	7	17
37. Bundamba, Upper ...	14	11	25	13	10	23	8	6	14	11	11
38. Bungeworgorai ...	9	6	15	6	5	11	3	3	6	9	7
39. Bunya Creek ...	9	11	20	9	11	20	7	9	16	6	12
40. Bunya Sawmills ...	13	9	22	12	8	20	10	6	16	9	5
41. Burpengary ...	21	13	34	18	11	29	11	7	18	26	15
42. Bustard Head ...	3	4	7	2	4	6	2	4	6	5	5
43. Cambooya ...	22	15	37	18	12	30	15	9	24	25	13
44. Campbellville ...	3	5	8	3	5	8	3	5	8	7	12
45. Cania ...	11	13	24	7	12	19	5	9	14	7	10
46. Caningera ...	4	7	11	3	6	9	2	3	5	4	5
47. Caningera, Upper ...	14	11	25	9	9	18	5	6	11	11	8
48. Canning Creek ...	10	11	21	9	11	20	5	8	13	9	11
49. Capalaba ...	26	15	41	22	13	35	15	10	25	21	16
50. Capella ...	29	23	52	25	24	49	18	14	32	26	31
51. Cape Moreton ...	11	13	24	7	9	16	6	7	13	10	11
52. Carney's Creek ...	12	11	23	11	11	22	9	9	18	8	9
53. Carrington ...	10	3	13	10	3	13	9	3	12	...	...
54. Chambers' Flat ...	10	16	26	8	12	20	6	7	13	6	10
55. Childers ...	23	18	41	22	16	38	17	12	29	19	18
56. Christmas Creek ...	18	19	37	17	17	34	10	9	19	21	17
57. Clarendon ...	7	11	18	7	10	17	6	9	15	6	11
58. Cleveland, West ...	11	10	21	8	7	15	6	5	11	11	16
59. Cloncurry ...	13	25	38	12	24	36	8	15	23	13	27
60. Clyde Creek ...	10	11	21	10	10	20	8	7	15	10	19
61. Cobb's Camp ...	18	26	44	15	23	38	11	16	27	28	35
62. Coleyville ...	9	14	23	9	13	22	7	11	18	9	13
63. Coningsby ...	29	27	56	23	20	43	16	13	29	27	35
64. Coochin Creek ...	25	17	42	22	15	37	14	11	25	28	35
65. Coolabunia ...	6	7	13	6	6	12	5	3	8	...	...
66. Cooran ...	12	18	30	11	17	28	7	11	18	11	20
67. Cootharaba ...	23	17	40	14	11	25	7	7	14	23	13
68. Copperfield ...	10	14	24	8	12	20	7	9	16	...	...
69. Cordelia ...	14	8	22	11	7	18	7	5	12	...	...
70. Cressbrook ...	12	5	17	12	5	17	11	5	16	...	...
71. Crocodile Creek ...	22	18	40	19	17	36	15	12	27	23	30
72. Currajong Creek ...	20	12	32	18	11	29	15	8	23	25	30
73. Currigee ...	15	9	24	11	6	17	9	5	14	12	20
74. Dahmongah ...	14	20	34	12	20	32	9	13	22	13	20
75. Dalma ...	8	8	16	7	7	14	6	6	12	8	6
76. Dalrymple Creek ...	31	12	43	25	10	35	17	8	25	24	17
77. Darlington ...	10	11	21	10	9	19	8	6	14	8	5
78. Deborah ...	14	13	27	9	10	19	7	7	14	12	15
79. Deep Gully ...	25	14	39	20	14	34	10	8	18	20	14
80. Diddillibah ...	30	17	47	26	14	40	18	9	27	26	13
81. Dingo ...	24	18	42	18	14	32	14	12	26	24	21
82. Double Barrel ...	15	9	24	13	8	21	9	8	17	...	...
83. Double Island Point ...	4	4	8	4	4	8	3	3	6	...	...
84. Douglas Creek ...	12	11	23	12	10	22	9	7	16	...	...
85. Drummer's Creek ...	20	14	34	17	11	28	14	9	23	...	...
86. Duaringa ...	26	17	43	25	15	40	22	14	36	...	...
87. Dundas ...	12	14	26	11	13	24	7	9	16	...	...

C—continued.

EMPLOYED, and COST of MAINTENANCE during 1891—continued.

ANCE, 1890.						STAFF OF INSTRUCTORS, 1891.								EXPENDITURE, 1891.		Remarks.		
Mean Quarterly Enrolment.			Average Daily Attendance.			Teachers.				Pupil Teachers.		Total.	Salaries and Allowances.	Building, Furnishing, and Repairs.				
Boys.	Girls.	Total.	Boys.	Girls.	Total.	Males.		Females.		Males.	Females.							
						Masters.	Assistants.	Mistresses.	Assistants.									
£	s.	d.	£	s.	d.	£	s.	d.	£	s.	d.	£	s.	d.	£	s.	d.	
6	12	18	5	8	13	1	...	...	...	...	...	1	81	19	8	...	...	
...	...	...	...	...	...	...	...	...	1	...	...	1	36	10	11	...	Opened 10th Aug., 1891	
7	14	21	4	9	13	...	...	...	1	...	...	1	67	17	10	...	...	
17	16	33	11	8	19	1	...	...	...	...	...	1	86	19	4	...	...	
6	6	12	5	5	10	...	...	...	1	...	...	1	68	13	9	...	...	
17	10	27	10	7	17	1	...	...	...	...	...	1	94	3	8	...	...	
47	36	83	33	24	57	1	...	...	...	...	...	1	188	17	5	...	Closed 26th June, 1891	
10	10	20	6	8	14	...	...	...	1	...	...	1	66	1	4	...	...	
20	20	40	14	14	28	1	...	...	...	...	...	1	52	10	10	...	Closed 26th June, 1891	
11	9	20	8	6	14	...	...	...	1	...	...	1	66	9	5	...	...	
9	17	26	9	17	26	...	...	...	1	...	...	1	84	16	0	...	...	
16	19	35	13	16	29	1	...	...	...	...	...	1	117	18	1	...	...	
7	8	15	5	6	11	1	...	...	...	...	...	1	200	7	4	387	0	0
...	...	...	...	...	...	1	...	...	...	...	...	1	23	4	3	...	Re-opened 5th Oct., 1891	
8	9	17	8	8	16	...	...	...	1	...	...	1	65	0	9	...	...	
8	14	22	6	9	15	1	...	...	...	...	...	1	95	12	5	...	...	
14	12	26	11	8	19	...	...	...	1	...	...	1	68	18	2	...	...	
18	16	34	11	8	19	1	...	...	...	...	...	1	86	19	7	...	...	
8	6	14	7	6	13	...	...	...	1	...	...	1	70	11	10	...	...	
15	10	25	9	5	14	1	...	...	...	...	...	1	60	17	1	...	...	
11	11	22	9	8	17	...	...	...	1	...	...	1	65	13	4	...	...	
6	14	20	4	11	15	1	...	...	...	...	...	1	88	9	11	...	...	
10	10	20	7	7	14	1	...	...	...	...	...	1	86	16	2	...	...	
8	7	15	4	3	7	...	...	...	1	...	...	1	29	8	1	...	...	
6	11	17	4	9	13	...	...	...	1	...	...	1	68	8	9	...	...	
9	4	13	8	4	12	...	...	...	1	...	...	1	40	6	4	...	...	
23	11	34	12	6	18	...	...	...	1	...	...	1	66	16	6	...	...	
3	5	8	2	4	6	...	...	...	1	...	...	1	43	8	4	...	...	
21	11	32	15	8	23	1	...	...	...	...	...	1	96	2	7	...	...	
6	12	18	4	8	12	1	...	...	...	...	...	1	21	18	1	...	Closed 13th Mar., 1891	
7	10	17	7	9	16	...	...	...	1	...	...	1	99	10	8	6	3	0
4	5	9	3	4	7	...	...	...	1	...	...	1	33	8	3	...	...	
8	7	15	6	5	11	...	...	...	1	...	...	1	56	3	11	...	...	
9	11	20	6	9	15	1	...	...	...	...	...	1	93	16	8	...	...	
20	14	34	15	11	26	1	...	...	...	...	...	1	104	18	3	...	...	
23	27	50	14	15	29	1	...	...	...	...	...	1	93	17	8	...	...	
9	7	16	8	5	13	1	...	...	...	...	...	1	54	16	6	...	...	
8	9	17	7	8	15	...	...	...	1	...	...	1	75	0	10	...	...	
...	...	...	...	...	...	...	...	...	1	...	...	1	43	8	5	...	Opened 6th July, 1891	
6	10	16	5	8	13	...	...	...	1	...	...	1	73	7	4	...	...	
18	16	34	14	11	25	1	...	...	...	...	...	1	66	16	4	...	Closed 31st Aug., 1891	
18	14	32	8	7	15	...	...	...	1	...	...	1	69	19	7	...	...	
5	11	16	5	11	16	1	...	...	...	...	...	1	87	3	7	...	...	
9	12	21	6	8	14	...	...	...	1	...	...	1	63	5	3	...	...	
12	24	36	8	16	24	...	...	...	1	...	...	1	106	16	1	...	...	
9	16	25	6	9	15	...	...	...	1	...	...	1	66	15	9	...	...	
21	27	48	15	21	36	...	...	...	1	...	...	1	84	16	6	446	13	0
9	13	22	7	11	18	1	...	...	...	...	...	1	82	3	8	...	...	
22	20	42	14	12	26	1	...	...	...	...	...	1	122	1	0	...	...	
22	12	34	14	8	22	1	...	...	...	...	...	1	98	11	1	...	...	
...	...	...	...	...	...	1	...	...	...	...	...	1	25	11	10	...	Opened 16th June, 1891	
10	10	20	7	7	14	1	...	...	...	...	...	1	80	19	1	...	...	
18	18	31	12	9	21	...	...	...	1	...	...	1	68	19	2	...	...	
...	...	...	...	...	...	...	...	...	1	...	...	1	56	14	2	...	...	
...	...	...	...	...	...	1	...	...	...	...	...	1	104	14	0	...	Opened 23rd Mar., 1891	
...	...	...	...	...	...	...	...	...	1	...	...	1	12	7	6	...	Opened 13th Feb., 1891	
...	...	...	...	...	...	...	...	...	1	...	...	1	101	11	8	...	Opened 2nd Nov., 1891	
17	18	35	11	11	22	1	...	...	...	...	...	1	91	16	4	...	...	
17	8	25	11	5	16	1	...	...	...	...	...	1	80	19	9	...	...	
11	7	18	8	5	13	1	...	...	...	...	...	1	54	0	6	...	...	
11	19	30	7	13	20	...	...	...	1	...	...	1	47	1	9	...	...	
8	6	14	5	3	8	1	...	...	...	...	...	1	71	3	7	447	17	0
22	15	37	14	9	23	...	...	...	1	...	...	1	91	2	7	...	...	
8	5	13	8	5	13	1	...	...	...	...	...	1	88	16	0	...	...	
9	12	21	6	8	14	1	...	...	...	...	...	1	82	16	10	...	...	
19	13	32	11	8	19	1	...	...	...	...	...	1	98	15	8	...	...	
19	9	28	12	6	18	1	...	...	...	...	...	1	97	1	10	...	...	
17	15	32	13	12	25	1	...	...	...	...	...	1	96	10	8	...	...	
12	9	21	11	8	19	1	...	...	...	...	...	1	16	12	9	...	...	
3	4	7	2	3	5	...	...	...	1	...	...	1	76	4	1	...	...	
11	12	23	8	8	16	...	...	...	1	...	...	1	96	17	9	...	...	
18	11	29	12	6	18	1	...	...	...	...	...	1	83	18	5	...	...	
22	13	35	17	10	27	...	...	...	1	...	...	1	55	1	9	...	...	
10	11	21	8	8	16	...	...	...	1	...	...	1	...	...	...	...	...	



## LIST of PROVISIONAL SCHOOLS, with the ATTENDANCE

SCHOOLS.	ATTENDANCE, 1891.									Annual Enr.	
	Annual Enrolment.			Mean Quarterly Enrolment.			Average Daily Attendance.				
	Boys.	Girls.	Total.	Boys.	Girls.	Total.	Boys.	Girls.	Total.	Boys.	Girls.
PROVISIONAL SCHOOLS—continued.											
88. Dundathu ...	15	18	33	11	17	28	9	15	24	14	22
89. Dundowran ...	13	9	22	13	9	22	12	8	20	...	...
90. Dunellan ...	142	137	279	96	103	199	65	65	130	61	67
91. Dunmora ...	17	14	31	15	13	28	12	10	22	18	15
92. Durham ...	20	11	31	18	10	28	15	9	24	13	11
93. East Prairie ...	8	12	20	8	12	20	7	10	17	12	10
94. Eel Creek ...	10	18	28	8	15	23	5	9	14	8	18
95. Eidsvold ...	146	158	304	114	118	232	80	84	164	120	116
96. Eight-mile Plains ...	26	17	43	17	13	30	11	7	18	21	12
97. Elbow Valley ...	28	14	42	25	12	37	16	8	24	35	17
98. Ellangowan ...	10	13	23	9	11	20	7	8	15	8	13
99. Elphinstone ...	16	9	25	14	8	22	10	6	16	17	9
100. Endeavour Sawmills ...	7	9	16	7	8	15	7	6	13	10	9
101. Eton Vale ...	6	12	18	5	10	15	4	8	12	...	...
102. Eulo ...	9	11	20	8	9	17	6	6	12	10	10
103. Eungella ...	8	9	17	8	8	16	7	6	13	...	...
104. Euthulla ...	24	12	36	21	11	32	9	6	15	21	17
105. Evlinton ...	18	18	36	17	16	33	13	12	25	20	17
106. Fairhill ...	10	14	24	8	10	18	6	7	13	9	12
107. Fairview ...	14	11	25	11	9	20	8	6	14	15	9
108. Farm Creek ...	17	27	44	13	23	36	8	12	20	19	30
109. Five-mile Water ...	13	10	23	10	10	20	8	8	16	9	10
110. Flaggy ...	7	3	10	6	3	9	5	2	7	9	4
111. Flagstone Creek ...	8	14	22	8	13	21	5	7	12	11	14
112. Flat-top ...	2	5	7	2	4	6	2	4	6	2	4
113. Forbes Creek ...	10	4	14	9	3	12	7	2	9	8	4
114. Gatton ...	32	22	54	24	19	43	16	14	30	32	16
115. Geraldton ...	26	18	44	19	11	30	13	7	20	19	14
116. Gladfield ...	15	23	38	14	22	36	10	15	25	17	23
117. Glastonbury Creek ...	19	16	35	18	13	31	13	8	21	21	16
118. Glenbar ...	11	5	16	9	5	14	7	4	11	11	5
119. Gleneagle ...	16	13	29	9	12	21	6	8	14	...	...
120. Glengallan ...	14	12	26	12	9	21	10	10	20	...	...
121. Goganjo ...	11	5	16	11	5	16	10	4	14	12	4
122. Graceville ...	11	10	21	10	10	20	9	8	17	10	13
123. Gramzow ...	9	20	29	8	16	24	9	11	20	11	20
124. Greenwood ...	9	9	18	7	8	15	4	6	10	4	6
125. Gunalda ...	22	13	35	20	11	31	15	7	22	25	17
126. Gundiah ...	21	17	38	15	11	26	9	8	17	15	11
127. Habana ...	21	10	31	18	8	26	13	5	18	14	8
128. Halifax ...	26	21	47	22	19	41	15	13	28	25	29
129. Hampden ...	34	11	45	28	9	37	19	5	24	32	17
130. Helidon ...	32	22	54	27	16	43	18	11	29	25	18
131. Hillgrove ...	17	12	29	15	10	25	10	8	18	...	...
132. Hodgson ...	24	15	39	21	13	34	15	10	25	19	14
133. Horton ...	41	32	73	27	21	48	18	14	32	40	36
134. Boughton Valley ...	16	8	24	11	6	17	8	5	13	11	7
135. Humpy Bong ...	4	13	17	4	10	14	3	8	11	7	11
136. Inskip Point ...	8	10	18	6	9	15	4	7	11	8	12
137. Irvingdale ...	12	12	24	10	10	20	7	6	13	13	12
138. Isis, North ...	19	10	29	15	9	24	9	7	16	16	10
139. „ River ...	14	9	23	12	5	17	8	3	11	14	6
140. „ Scrub, South ...	15	24	39	14	24	38	10	14	24	16	23
141. Jericho ...	20	30	50	13	25	38	10	18	28	17	27
142. Jimboomba ...	29	11	40	28	11	39	21	7	28	25	11
143. Jimbour ...	14	9	23	13	8	21	10	7	17	10	10
144. Jondowaie ...	20	23	43	18	21	39	15	19	34	19	23
145. Kedron, Upper ...	16	6	22	13	5	18	10	3	13	15	4
146. Kerry ...	15	15	30	14	15	29	11	13	24	15	15
147. Kilcoy ...	12	9	21	11	8	19	9	6	15	14	7
148. Kilkivan Junction ...	17	12	29	16	9	25	12	7	19	18	9
149. Kincora ...	19	19	38	18	17	35	12	14	26	22	17
150. Kingsborough ...	12	9	21	11	8	19	10	7	17	10	12
151. King's Creek ...	29	13	42	27	13	40	16	10	26	33	18
152. Kingston ...	16	6	22	13	6	19	8	5	13	15	9
153. Kirk River ...	11	11	22	10	10	20	8	8	16	9	7
154. Knapp's Creek ...	12	11	23	11	10	21	8	8	16	13	10
155. Kobbie Creek ...	13	26	39	13	22	35	8	16	24	13	23
156. Kooroongarra, South ...	9	8	17	9	8	17	9	8	17	...	...
157. Koumala ...	8	10	18	7	8	15	5	6	11	9	11
158. Kunioon ...	9	5	14	8	4	12	7	4	11	...	...
159. Lagoon Creek ...	16	14	30	14	13	27	8	8	16	15	13
160. Lagoon Pocket ...	21	18	39	18	13	26	8	10	18	22	16

issued.

RED, and COST of MAINTENANCE during 1891—continued.

Quarterly Enrollment.					STAFF OF INSTRUCTORS, 1891.										EXPENDITURE, 1891.		Remarks.
Girls.		Total.		Average Daily Attendance.		Teachers.				Pupil Teachers.		Total.	Salaries and Allowances.	Building, Furnishing, and Repairs.			
						Males.		Females.		Males.	Females.						
						Masters.	Assistants.	Mistresses.	Assistants.								
16	26	10	13	23	1	...	...	...	...	...	1	£ 102 6 2	£ 22 14 11	Opened 28th Sept., 1891			
...	...	...	...	...	...	...	...	1	...	...	4	325 15 5	981 11 3				
55	105	29	32	61	...	...	...	...	...	...	1	92 0 9	...				
13	27	12	11	23	1	...	...	...	...	...	1	118 10 3	...				
10	22	10	8	18	1	...	...	...	...	...	1	62 5 11	...	Opened 12th Mar., 1891			
10	19	6	8	14	...	...	...	1	...	...	1	80 0 10	...				
13	18	8	8	11	1	...	...	...	...	...	1	343 16 10	1,320 0 0				
93	192	74	69	143	1	1	...	2	...	1	5	83 18 5	1 4 2				
10	27	10	6	16	1	...	...	...	...	...	1	104 14 3	...	Opened 4th Mar., 1891			
14	46	17	7	24	1	...	...	...	...	...	1	67 18 7	...				
12	19	6	8	14	...	...	...	1	...	...	1	72 14 8	...				
9	24	10	6	16	...	...	...	1	...	...	1	46 2 9	...				
8	17	7	6	13	...	...	...	1	...	...	1	60 4 11	...	Opened 18th Mar., 1891			
...	...	...	...	...	...	...	...	1	...	...	1	79 17 5	...				
8	15	5	6	11	...	...	...	1	...	...	1	71 1 4	...				
...	...	...	...	...	...	...	...	1	...	...	1	72 5 11	...				
11	29	9	5	14	...	...	...	1	...	...	1	92 12 0	...	Opened 10th Mar., 1891			
15	32	14	11	25	...	...	...	1	...	...	1	79 8 11	...				
11	18	4	7	11	1	...	...	...	...	...	1	85 9 4	...				
9	20	9	7	16	1	...	...	...	...	...	1	73 4 3	505 8 9				
25	40	10	5	15	...	...	...	1	...	...	1	68 0 7	...	Closed 17th Sept., 1891			
9	18	7	8	15	...	...	...	1	...	...	1	61 7 4	...				
4	13	7	3	10	1	...	...	...	...	...	1	81 13 3	...				
11	21	7	6	13	1	...	...	...	...	...	1	27 6 1	...				
4	6	2	4	6	...	...	...	1	...	...	1	45 18 10	...	Opened 16th Feb., 1891			
4	12	6	2	8	...	...	...	1	...	...	1	111 13 1	0 9 0				
12	35	14	8	22	1	...	...	...	...	...	1	114 7 9	83 5 0				
13	32	14	9	23	1	...	...	...	...	...	1	75 5 6	...				
21	36	11	16	27	...	...	...	1	...	...	1	68 18 7	...	Opened 10th Aug., 1891			
14	31	11	8	19	1	...	...	...	...	...	1	65 14 2	...				
4	14	8	3	11	1	...	...	...	...	...	1	56 19 4	...				
...	...	...	...	...	...	...	...	1	...	...	1	60 13 1	...				
4	15	10	4	14	1	...	...	...	...	...	1	83 19 7	...	Closed 31st Aug., 1891			
10	18	6	7	13	1	...	...	...	...	...	1	80 14 5	...				
14	22	6	10	16	1	...	...	...	...	...	1	83 8 7	10 12 0				
6	9	3	5	8	...	...	...	1	...	...	1	55 18 2	...				
15	40	18	9	27	...	...	...	1	...	...	1	80 4 1	...	Opened 8th June, 1891			
10	23	9	8	17	1	...	...	...	...	...	1	81 17 1	...				
6	18	10	5	15	...	...	...	1	...	...	1	64 13 4	...				
24	46	15	15	30	1	...	...	...	...	...	1	88 16 4	...				
12	35	15	7	22	1	...	...	...	...	...	1	83 10 4	...	Opened 10th Aug., 1891			
14	36	14	8	22	1	...	...	...	...	...	1	112 6 2	0 6 10				
...	...	...	...	...	1	...	...	...	...	...	1	75 17 11	0 7 6				
11	25	10	8	18	1	...	...	...	...	...	1	95 9 6	0 15 0				
32	64	19	17	36	1	...	...	...	...	...	1	112 4 11	...	Opened 10th Aug., 1891			
7	16	7	5	12	...	...	...	1	...	...	1	78 9 6	...				
10	15	4	9	13	...	...	...	1	...	...	1	63 4 11	...				
9	17	6	6	12	...	...	...	1	...	...	1	46 5 3	...				
10	20	6	6	12	...	...	...	1	...	...	1	62 11 10	...	Closed 31st Aug., 1891			
9	23	9	5	14	1	...	...	...	...	...	1	81 11 5	...				
4	17	9	3	12	1	...	...	...	...	...	1	77 5 1	...				
18	31	12	15	27	1	...	...	...	...	...	1	92 6 6	...				
18	30	7	11	18	...	...	...	1	...	...	1	59 4 8	...	Opened 10th Aug., 1891			
7	23	16	6	22	1	...	...	...	...	...	1	90 11 1	...				
10	19	7	7	14	1	...	...	...	...	...	1	79 10 2	...				
16	30	12	14	26	...	...	...	1	...	...	1	84 8 11	...				
4	16	10	3	13	1	...	...	...	...	...	1	82 13 0	...	Opened 10th Aug., 1891			
14	28	10	11	21	...	...	...	1	...	...	1	74 16 0	...				
7	19	9	5	14	1	...	...	...	...	...	1	62 2 3	...				
8	25	13	5	18	1	...	...	...	...	...	1	95 16 9	...				
15	33	54	46	100	...	...	...	1	...	...	1	76 10 3	...	Closed 31st Aug., 1891			
10	20	8	8	16	...	...	...	1	...	...	1	78 10 6	5 0 0				
15	40	16	9	25	1	...	...	...	...	...	1	103 17 7	...				
7	18	7	6	13	1	...	...	...	...	...	1	81 15 1	...				
7	16	9	6	15	...	...	...	1	...	...	1	76 5 9	...	Opened 10th Aug., 1891			
9	21	8	6	14	...	...	...	1	...	...	1	68 16 4	...				
21	32	6	16	22	1	...	...	...	...	...	1	94 15 2	...				
...	...	...	...	...	...	...	...	1	...	...	1	33 3 3	...				
10	18	6	7	13	1	...	...	...	...	...	1	59 18 6	...	Opened 10th Aug., 1891			
...	...	...	...	...	1	...	...	...	...	...	1	29 10 3	...				
12	24	7	7	14	...	...	...	1	...	...	1	64 15 6	...				
14	33	11	8	19	...	...	...	1	...	...	1	67 1 7	...				

Table  
LIST of PROVISIONAL SCHOOLS, with the ATTENDANCE, STAFFS

SCHOOLS.	ATTENDANCE, 1891.									ATTEND		
	Annual Enrolment.			Mean Quarterly Enrolment.			Average Daily Attendance.			Annual Enrolment.		
	Boys.	Girls.	Total.	Boys.	Girls.	Total.	Boys.	Girls.	Total.	Boys.	Girls.	Total.
PROVISIONAL SCHOOLS—continued.												
161. Lake's Creek ...	91	71	162	69	59	128	50	44	94	77	63	140
162. Landsborough ...	17	26	43	15	26	41	10	18	28	37	46	83
163. Laura ...	18	14	32	15	10	25	12	7	19	20	16	36
164. Lilymere ...	10	5	15	9	5	14	6	4	10	9	4	13
165. Limestone ...	15	11	26	11	10	21	10	8	18	...	...	...
166. Limestone Ridges ...	14	7	21	13	7	20	11	6	17	15	7	22
167. Lockyer ...	12	12	24	12	13	25	8	8	16	...	...	...
168. Loganholme ...	22	21	43	17	16	33	13	13	26	22	18	40
169. Logan Reserve ...	18	19	37	15	18	33	9	11	20	19	16	35
170. " Village ...	22	25	47	20	19	39	16	14	30	22	16	38
171. Lucky Valley ...	12	11	23	11	10	21	8	7	15	14	13	27
172. Macrossan Bridge ...	39	29	68	30	23	53	18	14	32	37	28	65
173. Marian Mill ...	30	13	43	28	10	38	17	7	24	29	17	46
174. Maroon ...	15	6	21	13	6	19	10	5	15	...	...	...
175. Marton ...	15	11	26	10	9	19	8	7	15	12	9	21
176. Mary River Heads ...	1	4	5	1	4	5	1	4	5	3	3	6
177. Maudsland ...	15	14	29	13	12	25	8	7	15	14	14	28
178. Melrose ...	9	10	19	8	6	14	6	4	10	6	5	11
179. Milford ...	30	31	61	24	25	49	16	18	34	31	30	61
180. Milo ...	14	8	22	11	7	18	9	6	15	11	7	18
181. Miva ...	17	9	26	15	5	20	11	3	14	16	8	24
182. Mocatt's Corner ...	16	11	27	13	10	23	8	8	16	15	13	28
183. Moggill ...	30	21	51	23	17	40	15	12	27	23	16	39
184. Monkey Waterholes ...	30	24	54	23	18	41	15	11	26	18	13	31
185. Moolboolaman ...	11	9	20	11	9	20	7	6	13	13	8	21
186. Mooloolah Plains ...	16	8	24	13	6	19	10	4	14	13	8	21
187. Moondoolan ...	4	13	17	4	12	16	3	9	12	3	13	16
188. Moreton Island ...	13	12	25	10	8	18	8	6	14	...	...	...
189. Morinish ...	7	3	10	5	2	7	4	2	6	10	10	20
190. Mountain View ...	37	30	67	26	29	55	14	17	31	25	22	47
191. Mount Alford ...	12	14	26	11	12	23	8	8	16	15	12	27
192. Mount Berryman ...	14	12	26	12	10	22	7	6	13	11	6	17
193. Mount Bopple ...	12	8	20	10	7	17	8	5	13	11	6	17
194. Mount Campbell ...	12	8	20	12	8	20	10	6	16	...	...	...
195. Mount Cotton ...	19	18	37	17	15	32	13	11	24	15	16	31
196. Mount Crosby ...	36	25	61	26	20	46	15	11	26	20	16	36
197. Mount Eerwah ...	54	69	123	35	43	78	17	21	38	43	58	101
198. Mount Flinders ...	8	9	17	4	6	10	4	4	8	3	6	9
199. Mount French ...	17	13	30	17	12	29	9	7	16	17	13	30
200. Mount Hedlow ...	22	18	40	20	17	37	12	11	23	25	17	42
201. Mount Larcombe ...	3	8	11	3	7	10	2	5	7	4	9	13
202. Mount Leyshon ...	15	17	32	14	16	30	11	12	23	14	16	30
203. Mount Shamrock ...	20	14	34	18	12	30	13	8	21	18	19	37
204. Mountside ...	12	9	21	12	9	21	9	7	16	9	9	18
205. Mount Sylvia ...	30	20	50	23	15	38	12	8	20	24	21	45
206. Mount Whitestone ...	26	20	46	24	17	41	16	12	28	24	18	42
207. Muckadilla ...	15	11	26	14	9	23	9	5	14	16	13	29
208. Mudgeraba ...	19	15	34	17	13	30	11	8	19	21	17	38
209. Munna Creek ...	14	12	26	13	12	25	8	9	17	12	13	25
210. Nambour ...	30	22	52	21	16	37	14	10	24	29	38	67
211. Neardie ...	17	10	27	12	8	20	8	6	14	8	6	14
212. Nebo ...	12	13	25	9	12	21	7	10	17	13	13	26
213. Nellybri ...	4	9	13	4	9	13	4	8	12	5	7	12
214. Nerang, Upper ...	32	23	55	26	19	45	14	12	26	35	21	56
215. Neurum Creek ...	11	12	23	7	6	13	8	7	15	10	7	17
216. New Zealand Gully ...	21	15	36	16	13	29	11	10	21	20	17	37
217. Nigger Creek ...	16	24	40	10	18	28	8	15	23	16	26	42
218. North Branch ...	14	5	19	12	5	17	9	3	12	14	10	24
219. North Maclean ...	11	17	28	11	14	25	8	11	19	12	12	24
220. North Maryland ...	22	21	43	21	18	39	14	12	26	23	22	45
221. Norton Diggings ...	15	13	28	13	12	25	10	10	20	20	20	40
222. Owanilla ...	22	18	40	21	16	37	14	9	23	19	15	34
223. Pechey ...	11	12	23	10	12	22	6	9	15	18	17	35
224. Pentland ...	21	24	45	18	20	38	14	14	28	25	24	49
225. Perseverance Creek ...	17	11	28	15	8	23	11	6	17	21	8	29
226. Pikedale No. 1 ...	9	7	16	6	4	10	5	3	8	10	6	16
227. Pikedale No. 2 ...	5	7	12	5	6	11	4	6	10	7	6	13
228. Pilton ...	12	8	20	10	8	18	8	7	15	10	9	19
229. Pimpama Island ...	26	25	51	19	22	41	15	18	33	21	25	46
230. Pine Creek ...	11	10	21	11	10	21	8	6	14	10	8	18
231. Pine Hill ...	10	14	24	7	11	18	5	8	13	12	12	24
232. Pioneer's Rest ...	22	22	44	20	19	39	13	13	26	28	22	50
233. Plainby ...	12	14	26	12	14	26	11	11	22	12	12	24
234. Podings ...	14	20	34	12	16	28	8	10	18	16	15	31
235. Postman's Ridge ...	15	6	21	9	5	14	6	4	10	12	13	25



C—continued.

EMPLOYED, and COST OF MAINTENANCE during 1891—continued.

ANCK, 1890.						STAFF OF INSTRUCTORS, 1891.								EXPENDITURE, 1891.		Remarks.
Mean Quarterly Enrolment.			Average Daily Attendance.			Teachers.				Pupil Teachers.		Total.	Salaries and Allowances.	Building, Furnishing, and Repairs.		
Boys.	Girls.	Total.	Boys.	Girls.	Total.	Males.		Females.		Males.	Females.					
						Masters.	Assistants.	Mistresses.	Assistants.							
65	55	120	48	40	88	1	...	...	2	...	...	3	£ s. d.	£ s. d.	Opened 13th Apr., 1891	
24	34	58	16	22	38	1	...	...	...	...	...	1	378 0 10	...		
17	10	27	15	7	22	1	...	...	...	...	...	1	70 15 4	...		
7	3	10	5	2	7	...	...	1	...	...	...	1	110 11 10	...		
...	...	...	...	...	...	1	...	...	...	...	...	1	63 14 4	...	Opened 16th Feb., 1891	
14	7	21	11	6	17	...	...	1	...	...	...	1	99 18 9	...		
...	...	...	...	...	...	...	...	1	...	...	...	1	66 9 3	...		
19	14	33	14	11	25	1	...	...	...	...	...	1	63 12 2	...		
15	14	29	8	9	17	...	...	1	...	...	...	1	101 15 10	10 6 6	Opened 15th April, 1891	
19	14	33	11	8	19	...	...	1	...	...	...	1	66 3 5	...		
10	12	22	7	9	16	...	...	1	...	...	...	1	86 5 0	...		
29	21	50	21	14	35	1	...	...	...	...	...	1	66 14 9	...		
27	13	40	14	8	22	...	...	1	...	...	...	1	122 12 10	...	Opened 19th Jan., 1891	
...	...	...	...	...	...	1	...	...	...	...	...	1	69 4 8	...		
8	6	14	6	5	11	...	...	1	...	...	...	1	44 17 9	...		
3	3	6	3	3	6	...	...	1	...	...	...	1	70 5 1	...		
12	12	24	5	7	12	1	...	...	...	...	...	1	30 6 0	...	Closed 31st Aug., 1891	
6	4	10	5	2	7	...	...	1	...	...	...	1	81 11 1	...		
27	25	52	19	16	35	1	...	...	...	...	...	1	48 1 0	...		
9	6	15	9	6	15	...	...	1	...	...	...	1	111 0 6	...		
13	6	19	11	4	15	1	...	...	...	...	...	1	67 15 6	...	Opened 26th Oct., 1891	
11	8	19	7	4	11	...	...	1	...	...	...	1	80 9 3	...		
19	13	32	15	10	25	1	...	...	...	...	...	1	64 5 9	...		
18	13	31	12	8	20	...	...	1	...	...	...	1	104 1 5	16 18 6		
11	7	18	8	5	13	1	...	...	...	...	...	1	81 10 10	...	Closed 31st July, 1891	
12	5	17	10	4	14	1	...	...	...	...	...	1	80 12 10	...		
3	13	16	2	11	13	1	...	...	...	...	...	1	81 10 10	...		
...	...	...	...	...	...	1	...	...	...	...	...	1	84 13 8	...		
9	8	17	7	6	13	1	...	...	...	...	...	1	70 6 2	7 5 0	Opened 19th Jan., 1891	
23	19	42	14	10	24	1	...	...	...	...	...	1	55 1 6	...		
14	11	25	8	8	16	...	...	1	...	...	...	1	143 19 10	...		
9	6	15	7	5	12	...	...	1	...	...	...	1	66 4 4	...		
11	5	16	9	4	13	1	...	...	...	...	...	1	67 4 5	...	Closed 31st Aug., 1891	
...	...	...	...	...	...	...	...	1	...	...	...	1	81 11 5	...		
10	13	23	8	10	18	1	...	...	...	...	...	1	17 19 3	...		
16	15	31	11	10	21	1	...	...	...	...	...	1	97 5 5	...		
43	58	101	29	41	70	1	...	...	...	...	...	1	88 14 9	...	Closed 4th Sept., 1891	
3	5	8	3	5	8	...	...	1	...	...	...	1	110 6 0	...		
14	12	26	6	6	12	...	...	1	...	...	...	1	42 12 1	...		
21	16	37	13	10	23	1	...	...	...	...	...	1	65 13 6	...		
4	9	13	2	5	7	...	...	1	...	...	...	1	92 4 5	...	Closed 31st July, 1891	
14	15	29	12	12	24	1	...	...	...	...	...	1	29 14 1	...		
15	14	29	13	11	24	...	...	1	...	...	...	1	84 2 7	...		
9	9	18	8	8	16	...	...	1	...	...	...	1	67 16 2	...		
19	11	30	11	5	16	1	...	...	...	...	...	1	67 1 7	...	Opened 19th Jan., 1891	
19	14	33	11	9	20	1	...	...	...	...	...	1	86 3 9	...		
14	10	24	10	6	16	1	...	...	...	...	...	1	99 9 3	...		
19	12	31	12	7	19	...	...	1	...	...	...	1	98 14 1	...		
11	12	23	9	8	17	...	...	1	...	...	...	1	52 14 11	...	Closed 31st Aug., 1891	
17	14	31	7	6	13	1	...	...	...	...	...	1	52 3 10	...		
6	4	10	6	4	10	1	...	...	...	...	...	1	82 19 1	...		
10	9	19	8	8	16	...	...	1	...	...	...	1	74 16 4	...		
5	7	12	5	7	12	...	...	1	...	...	...	1	87 0 4	8 17 0	Opened 19th Jan., 1891	
27	19	46	19	11	30	...	...	1	...	...	...	1	68 14 10	...		
6	6	12	6	6	12	...	...	1	...	...	...	1	76 6 7	...		
15	13	28	11	10	21	1	...	...	...	...	...	1	62 11 11	...		
11	19	30	5	13	18	...	...	1	...	...	...	1	94 5 9	...	Closed 31st July, 1891	
12	7	19	8	4	12	1	...	...	...	...	...	1	67 16 8	...		
11	11	22	7	9	16	1	...	...	...	...	...	1	61 17 2	...		
22	21	43	17	13	30	1	...	...	...	...	...	1	81 9 8	...		
16	15	31	11	9	20	1	...	...	...	...	...	1	105 17 4	468 10 0	Opened 19th Jan., 1891	
17	10	27	11	7	18	1	...	...	...	...	...	1	65 18 5	...		
15	13	28	9	9	18	...	...	1	...	...	...	1	104 17 8	2 11 6		
21	18	39	14	10	24	1	...	...	...	...	...	1	67 14 9	...		
18	7	25	12	5	17	1	...	...	...	...	...	1	80 5 6	...	Closed 31st Aug., 1891	
8	5	13	6	3	9	...	...	...	...	...	...	1	82 17 8	...		
6	5	11	5	5	10	1	...	...	...	...	...	1	91 5 10	...		
8	9	17	6	8	14	...	...	1	...	...	...	1	62 0 3	...		
16	21	37	10	15	25	1	...	...	...	...	...	1	107 10 2	...	Opened 19th Jan., 1891	
9	7	16	7	4	11	1	...	...	...	...	...	1	38 17 7	...		
9	11	20	7	9	16	...	...	1	...	...	...	1	81 6 4	...		
21	16	37	15	12	27	1	...	...	...	...	...	1	104 6 3	...		
10	10	20	9	9	18	1	...	...	...	...	...	1	89 16 2	...	Closed 31st July, 1891	
15	15	30	10	9	19	1	...	...	...	...	...	1	67 14 9	...		
8	8	16	6	5	11	...	...	1	...	...	...	1	80 19 0	...		
...	...	...	...	...	...	...	...	...	...	...	...	1	61 0 10	...		

Ta

LIST OF PROVISIONAL SCHOOLS, with the ATTENDANCE, 1891.

SCHOOLS.	ATTENDANCE, 1891.									AN		
	Annual Enrolment.			Mean Quarterly Enrolment.			Average Daily Attendance.			Annual Enrolment		
	Boys.	Girls.	Total.	Boys.	Girls.	Total.	Boys.	Girls.	Total.	Boys.	Girls.	Total.
PROVISIONAL SCHOOLS—continued.												
236. Raglan Creek ...	14	16	30	13	14	27	10	10	20	18	20	38
237. Ranges Bridge ...	13	11	24	13	11	24	9	9	18	13	9	22
238. Ravensbourne ...	18	8	26	11	4	15	12	4	16	...	...	...
239. Ravenswood Junction ...	24	20	44	20	16	36	14	12	26	22	19	41
240. Redcliffe ...	19	19	38	16	13	29	11	8	19	24	16	40
241. Richmond ...	11	16	27	7	12	19	4	9	13	14	21	35
242. Rodger's Creek ...	11	10	21	10	9	19	7	7	14	9	9	18
243. Rolleston ...	6	10	16	6	10	16	5	10	15	6	9	15
244. Rookwood ...	13	7	20	12	6	18	10	4	14	15	9	24
245. Rosalie Plains ...	18	13	31	18	12	30	13	9	22	12	10	22
246. Roschill ...	24	17	41	17	11	28	12	6	18	15	12	27
247. Rosemount ...	18	7	25	14	5	19	10	4	14	17	7	24
248. Rosenthal, Lower ...	14	12	26	6	6	12	5	4	9	10	10	20
249. Rosewood Crossing ...	14	11	25	11	9	20	9	5	14	13	15	28
250. Ross River ...	14	13	27	12	11	23	9	8	17	13	12	25
251. Saint John's Creek ...	36	45	81	9	15	24	6	12	18	36	45	81
252. Saint Ruth ...	7	11	18	6	11	17	5	9	14	10	13	23
253. Samford ...	11	9	20	10	8	18	6	6	12	11	11	22
254. Samson Creek ...	18	19	37	17	17	34	13	13	26	23	22	45
255. Sandy Cape ...	7	7	14	7	5	12	6	4	10	7	9	16
256. Scrub Creek ...	10	15	25	8	14	22	5	10	15	19	11	30
257. Seaforth ...	4	7	11	4	7	11	3	6	9	7	11	18
258. Sea Hill ...	13	12	25	13	11	24	6	4	10	12	12	24
259. Sellheim ...	33	14	47	27	12	39	20	8	28	34	26	60
260. Severn River ...	16	11	27	13	9	22	7	5	12	18	8	26
261. Silverwood ...	12	11	23	11	7	18	8	5	13	10	6	16
262. Slack's Creek ...	20	25	45	15	19	34	12	14	26	15	19	34
263. Springside ...	36	22	58	29	19	48	19	12	31	30	24	54
264. Spring Valley ...	28	26	54	24	25	49	13	17	30	22	27	49
265. Stanmore ...	8	9	17	8	9	17	6	8	14	...	...	...
266. Stewart's Creek ...	20	19	39	15	18	33	12	14	26	...	...	...
267. Stockleigh ...	7	6	13	6	6	12	5	4	9	12	6	18
268. Stony Creek ...	20	10	30	16	9	25	10	5	15	24	14	38
269. Summerhill ...	11	10	21	11	9	20	9	6	15	10	...	...
270. Table-Top... ..	14	14	28	12	11	23	10	8	18	15	19	34
271. Tambourine ...	20	26	46	18	25	43	12	16	28	18	23	41
272. Tegege ...	8	7	15	7	6	13	5	4	9	10	7	17
273. Tent Hill, Upper ...	23	19	42	21	14	35	13	10	23	19	15	34
274. Teviot Junction ...	9	12	21	8	11	19	5	8	13	9	14	23
275. Texas ...	22	18	40	18	16	34	12	12	24	...	...	...
276. Thargomindah ...	19	34	53	18	28	46	12	20	32	22	2	24
277. The Springs ...	8	10	18	7	7	14	6	6	12	10	1	11
278. Thompson Estate ...	250	216	466	250	216	466	197	157	354	357	27	384
279. Thornborough ...	5	14	19	4	11	15	4	10	14	10	1	11
280. Tipton ...	11	8	19	10	5	15	8	4	12	14	4	18
281. Toorbul ...	8	10	18	8	9	17	7	7	14	...	...	...
282. Torrens Creek ...	20	9	29	14	6	20	13	5	18	...	...	...
283. Traveston... ..	10	5	15	10	5	15	13	7	20	...	...	...
284. Upper North Pine ...	44	35	79	40	30	70	22	15	37	36	31	67
285. Villeneuve ...	25	25	50	24	24	48	20	20	40	38	32	70
286. Walla ...	16	6	22	15	6	21	10	5	15	17	9	26
287. Wararaba... ..	18	15	33	15	12	27	12	9	21	15	19	34
288. Warden Bend ...	10	7	17	8	6	14	8	5	13	...	...	...
289. Watawa ...	24	17	41	17	13	30	13	8	21	21	12	33
290. Welcome Pocket ...	27	26	53	27	26	53	20	18	38	...	...	...
291. Westbrook ...	9	16	25	9	16	25	7	12	19	11	18	29
292. West Prairie ...	11	6	17	10	6	16	8	6	14	10	7	17
293. Windmere ...	4	4	8	4	4	8	3	3	6	8	7	15
294. Windorah ...	11	4	15	8	4	12	7	3	10	11	7	18
295. Wivenhoe ...	9	10	19	8	8	16	4	8	12	10	14	24
296. Woodstock ...	18	23	41	17	20	37	14	16	30	11	18	29
297. Yamsion ...	11	12	23	9	8	17	6	7	13	10	8	18
298. Yandaran Creek ...	18	13	31	17	10	27	13	8	21	12	12	24
299. Yandilla ...	33	26	59	28	21	49	17	13	30	29	23	52
300. Yandina ...	42	27	69	32	23	55	21	16	37	34	45	79
SCHOOLS AT BENEVOLENT, REFORMATORY, AND PENAL ESTABLISHMENTS.												
1. Bribie ...	15	15	30	11	12	23	8	11	19	13	10	23
2. Lytton Stockade ...	107	...	107	82	...	82	70	...	70	115	...	115
TOTALS:—												
STATE ...	34,642	32,036	66,678	27,198	24,956	52,154	20,441	18,241	38,682	33,483	29,879	63,362
PROVISIONAL ...	5,468	4,854	10,322	4,591	4,112	8,703	3,296	2,937	6,233	5,107	4,646	9,753
BENEVOLENT, REFORMATORY, AND PENAL ESTABLISHMENTS	122	15	137	93	12	105	78	11	89	141	19	160
GRAND TOTALS	40,232	36,905	77,137	31,882	29,080	60,962	23,815	21,189	45,004	38,731	34,544	73,275

stinned.

ENDED, and COST of MAINTENANCE during 1891—continued.

1890.					STAFF OF INSTRUCTORS, 1891.							EXPENDITURE, 1891.			Remarks.		
Annual Quarterly Enrolment.		Average Daily Attendance.			Teachers.				Pupil Teachers.		Total.	Salaries and Allowances.	Building, Furnishing, and Repairs.				
					Males.		Females.		Males.	Females.							
Girls.	Total.	Boys.	Girls.	Total.	Masters.	Assistants.	Mistresses.	Assistants.			Males.	Females.	£	s.		d.	£
16	30	11	12	23	...	...	1	...	...	...	1	74	3	5	Opened 22nd June, 1891		
8	20	8	5	13	1	...	...	...	...	...	1	39	19	5			
...	...	...	...	...	...	...	1	...	...	...	1	40	5	1			
18	38	14	14	28	1	...	...	...	...	...	1	93	18	9			
13	33	12	9	21	1	...	...	...	...	...	1	86	16	8			
18	31	6	7	13	...	...	1	...	...	...	1	85	11	9			
8	17	7	6	13	...	...	1	...	...	...	1	66	12	1			
9	14	4	8	12	...	...	1	...	...	...	1	91	0	11			
8	22	12	6	18	...	...	1	...	...	...	1	66	1	11			
7	19	7	6	13	...	...	1	...	...	...	1	73	13	3			
8	22	9	5	14	...	...	1	...	...	...	1	58	13	4			
6	21	11	5	16	1	...	...	...	...	...	1	81	6	9			
9	19	9	6	15	1	...	...	...	...	...	1	76	14	9			
12	22	7	7	14	1	...	...	...	...	...	1	75	5	2			
12	23	8	8	16	1	...	...	...	...	...	1	90	16	2			
39	65	19	30	49	1	...	...	...	...	...	1	80	19	5			
11	19	8	9	17	...	...	1	...	...	...	1	65	12	0			
10	19	6	6	12	1	...	...	...	...	...	1	81	5	2			
18	37	12	11	23	1	...	...	...	...	...	1	95	13	9			
8	15	7	8	15	...	...	1	...	...	...	1	59	16	4			
11	26	10	8	18	...	...	1	...	...	...	1	66	16	8			
9	15	5	8	13	...	...	1	...	...	...	1	37	13	6			
11	21	5	5	10	...	...	1	...	...	...	1	46	4	2			
19	47	20	13	33	1	...	...	...	...	...	1	111	11	4			
7	23	11	5	16	1	...	...	...	...	...	1	83	17	11			
6	16	7	5	12	1	...	...	...	...	...	1	80	11	1			
14	28	12	11	23	1	...	...	...	...	...	1	97	11	5			
22	47	16	14	30	1	...	...	...	...	...	1	104	16	4			
26	45	13	18	31	1	...	...	...	...	...	1	69	6	4			
...	...	...	...	...	...	...	1	...	...	...	1	21	10	3			
...	...	...	...	...	...	...	1	...	...	...	1	45	11	3			
5	15	7	4	11	...	...	1	...	...	...	1	54	9	4			
11	33	13	5	18	...	...	1	...	...	...	1	65	19	2			
8	17	8	6	14	...	...	1	...	...	...	1	69	2	6			
14	26	9	10	19	1	...	...	...	...	...	1	127	12	10			
26	41	12	17	29	...	...	1	...	...	...	1	77	2	7			
6	13	5	5	10	...	...	1	...	...	...	1	53	3	9			
13	30	10	9	19	1	...	...	...	...	...	1	97	15	1			
13	22	5	9	14	...	...	1	...	...	...	1	64	8	10			
...	...	...	...	...	1	...	...	...	...	...	1	68	9	11			
21	39	13	16	29	...	...	1	...	...	...	1	139	17	1			
10	17	5	8	13	...	...	1	...	...	...	1	60	7	8			
203	455	178	133	311	See	State	School	...	...	...	...	293	12	5			
11	18	5	9	14	...	...	1	...	...	...	1	84	14	3			
6	16	8	5	13	1	...	...	...	...	...	1	81	9	1			
...	...	...	...	...	...	...	1	...	...	...	1	23	4	7			
...	...	...	...	...	1	...	...	...	...	...	1	88	2	1			
...	...	...	...	...	...	...	1	...	...	...	1	30	3	9			
25	56	18	13	31	1	...	...	...	...	...	1	113	12	4			
22	52	22	17	39	1	...	...	...	...	...	1	113	1	10			
6	17	8	5	13	1	...	...	...	...	...	1	83	0	2			
17	31	11	11	22	1	...	...	...	...	...	1	92	12	11			
...	...	...	...	...	1	...	...	...	...	...	1	59	9	5			
11	31	14	8	22	...	...	1	...	...	...	1	68	10	3			
...	...	...	...	...	1	...	...	...	...	...	1	25	14	3			
14	22	7	11	18	...	...	1	...	...	...	1	67	14	8			
7	17	8	5	13	...	...	1	...	...	...	1	61	17	0			
5	12	5	4	9	1	...	...	...	...	...	1	47	14	6			
6	16	9	5	14	1	...	...	...	...	...	1	126	5	2			
14	24	8	8	16	...	...	1	...	...	...	1	68	6	11			
16	26	8	15	23	...	...	1	...	...	...	1	91	10	10			
7	15	6	5	11	1	...	...	...	...	...	1	74	18	9			
10	21	8	7	15	1	...	...	...	...	...	1	83	11	3			
17	43	17	11	28	1	...	...	...	...	...	1	114	3	2			
26	44	11	16	27	...	...	1	...	...	...	1	90	6	8			
8	20	11	5	16	1	...	...	...	...	...	1	37	12	5			
...	89	77	...	77	1	...	...	...	...	...	1	...	...	...			
23,615	49,470	18,620	16,440	35,060	290	156	47	399	92	212	1,196	152,068	9	0	22,705	1	3
3,815	8,039	2,992	2,671	5,663	158	1	138	8	...	1	306	23,760	4	8	5,443	16	0
17	131	100	13	113	2	...	...	...	...	...	2	37	12	5	...	...	...
27,447	57,640	21,712	19,124	40,836	450	157	185	407	92	213	1,504	175,875	6	1	28,148	17	3



Table E—continued.  
CLASSIFICATION OF CHILDREN—continued.

	YEAR	CHILDREN.			CLASS I.			CLASS II.			CLASS III.			CLASS IV.			CLASS V.		
		Boys.	Girls.	Total.	Boys.	Girls.	Total.	Boys.	Girls.	Total.	Boys.	Girls.	Total.	Boys.	Girls.	Total.	Boys.	Girls.	Total.
Percentages of the Children enrolled at the close of the year	1876	52.14	47.86	100	45.21	44.01	44.64	33.31	34.04	33.66	14.35	15.93	15.10	6.42	5.64	6.05	0.72	0.36	0.55
	1877	51.93	48.07	100	43.67	42.89	43.16	34.40	35.49	34.93	14.91	15.09	15.00	5.96	6.34	6.14	1.04	0.48	0.77
	1878	50.80	49.20	100	44.93	43.50	44.23	32.35	34.01	33.17	15.49	15.69	15.59	6.21	6.38	6.29	1.03	0.41	0.72
	1879	52.07	47.93	100	42.77	43.21	42.98	32.95	31.79	32.39	16.10	17.18	16.62	6.94	6.86	6.90	1.24	0.96	1.11
	1880	51.49	48.51	100	43.28	43.57	43.42	31.31	31.83	31.56	16.50	16.78	16.64	7.31	6.48	6.91	1.59	1.34	1.47
	1881	52.70	47.30	100	43.55	43.83	43.68	32.34	31.58	31.98	15.78	16.04	16.38	7.48	6.41	6.98	0.84	1.13	0.98
	1882	52.47	47.53	100	44.11	42.25	43.30	33.14	33.23	33.13	14.70	16.97	15.78	7.45	6.48	6.98	0.59	1.06	0.80
	1883	52.63	47.37	100	45.33	44.14	45.20	32.29	32.21	31.30	15.67	15.90	15.80	6.99	6.46	6.90	0.65	0.78	0.80
	1884	52.10	47.90	100	46.43	44.45	45.42	31.94	32.22	31.99	13.51	15.80	14.79	7.20	6.56	6.86	0.92	0.97	0.94
	1885	51.91	48.09	100	44.71	43.88	44.31	32.13	31.78	31.96	15.06	15.75	15.37	7.30	7.35	7.33	0.77	1.22	0.99
	1886	52.12	47.88	100	44.36	44.35	44.33	31.67	30.67	31.19	15.18	16.25	15.69	7.96	7.84	7.90	0.88	0.89	0.88
	1887	52.15	47.85	100	44.23	43.54	43.83	31.71	31.46	31.59	14.96	16.24	15.57	8.06	7.78	7.92	1.03	0.97	1.00
	1888	52.38	47.62	100	43.65	42.80	43.24	31.41	31.19	31.31	15.31	16.80	16.07	8.55	7.82	8.20	1.03	1.34	1.16
	1889	52.33	47.67	100	43.42	41.91	42.34	31.61	31.78	31.71	15.66	16.82	16.21	8.86	8.39	8.64	1.08	1.10	1.09
	1890	52.03	47.97	100	42.54	42.46	42.50	30.60	30.54	30.57	16.60	17.06	16.83	8.60	8.27	8.44	1.63	1.65	1.64
	1891	52.22	47.78	100	41.56	41.07	41.37	31.00	31.00	31.00	16.52	17.30	16.89	8.96	8.79	8.88	1.85	1.82	1.84

The following Table exhibits the Number of Classes Taught during 1889, 1890, and 1891, from a different point of view:—

	CLASS I.			CLASS II.			CLASS III.			CLASS IV.			CLASS V.		
	1889. 584 Schools.	1890. 621 Schools.	1891. 639 Schools.	1889. 584 Schools.	1890. 621 Schools.	1891. 639 Schools.	1889. 621 Schools.	1890. 639 Schools.	1891. 639 Schools.	1889. 584 Schools.	1890. 621 Schools.	1891. 639 Schools.	1889. 584 Schools.	1890. 621 Schools.	1891. 639 Schools.
Mixed Classes	...	...	...	515	528	550	477	467	505	334	407	340	41	63	69
Boys' Classes	...	...	...	26	22	26	26	22	26	26	26	26	15	19	22
Girls' Classes	...	...	...	25	24	26	25	24	26	25	26	26	16	19	24
TOTALS	545	584	586	566	574	602	528	513	557	385	459	392	72	101	115

**Table F.**  
**TEACHERS EMPLOYED.**

Classification.						Salary, exclusive of Allowances.	Employed at the end of 1891.	Left the Service or Died during 1891.	Promoted during 1891.
						£      £			
<b>MALES.</b>									
<b>CLASS I.—</b>									
	Division 1	...	...	...	...	204	8	0	0
	" 2	...	...	...	...	192	3	0	0
	" 3	...	...	...	...	180	4	0	0
<b>CLASS II.—</b>									
	Division 1	...	...	...	...	168	64	2	17
	" 2	...	...	...	...	156	77	2	13
	" 2 (On probation)	...	...	...	...	150	1	0	0
	" 3	...	...	...	...	144	31	5	3
	" 3 (On probation)	...	...	...	...	140	1	0	0
<b>CLASS III.—</b>									
	Division 1	...	...	...	...	126	95	2	9
	" 1 (On probation)	...	...	...	...	123	1	0	0
	" 2	...	...	...	...	114	91	2	39
	" 2 (On probation)	...	...	...	...	108	1	0	0
	" 3	...	...	...	...	102	58	2	19
	" 3 (On probation)	...	...	...	...	96	1	0	0
<b>TOTAL CLASSIFIED TEACHERS</b>						...	436	15	100
<b>TEMPORARY TEACHERS:—</b>									
(a) Who have passed an Examination						90	8	0	0
(b) On probation, who have not passed an Examination...						80	2	0	0
<b>TOTAL TEMPORARY TEACHERS</b>						...	10	0	0
<b>PROVISIONAL SCHOOL TEACHERS</b>						40 to 110	145	17	0
<b>PUPIL TEACHERS:—</b>									
	Class 4	...	...	...	...	70	37	2	28
	" 3	...	...	...	...	55	26	1	26
	" 2	...	...	...	...	45	16	3	16
	" 1	...	...	...	...	40	11	3	8
	" 0 (i.e., on probation)	...	...	...	...	30	2	3	0
<b>TOTAL PUPIL TEACHERS</b>						...	92	12	78
<b>TOTAL MALE TEACHERS</b>						...	683	44	178
<b>FEMALES.</b>									
<b>CLASS I.—</b>									
	Division 1	...	...	...	...	180	1	0	0
	" 2	...	...	...	...	168	0	0	0
	" 3	...	...	...	...	156	0	0	0
<b>CLASS II.—</b>									
	Division 1	...	...	...	...	138	9	0	3
	" 1 (On probation)	...	...	...	...	130	0	0	0
	" 2	...	...	...	...	126	9	0	2
	" 2 (On probation)	...	...	...	...	120	0	0	0
	" 3	...	...	...	...	114	9	1	5
	" 3 (On probation)	...	...	...	...	108	1	0	0
<b>CLASS III.—</b>									
	Division 1	...	...	...	...	96	106	7	17
	" 1 (On probation)	...	...	...	...	...	0	0	0
	" 2	...	...	...	...	84	152	8	58
	" 2 (On probation)	...	...	...	...	80	1	0	0
	" 3	...	...	...	...	72	132	4	65
	" 3 (On probation)	...	...	...	...	60	0	0	0
<b>TOTAL CLASSIFIED TEACHERS</b>						...	420	20	150
<b>TEMPORARY TEACHERS:—</b>									
(a) Who have passed an Examination						40 to 65	10	6	0
(b) On probation, who have not passed an Examination						30 to 63	15	1	0
<b>TOTAL TEMPORARY TEACHERS</b>						...	25	7	0

Table F—continued.  
TEACHERS EMPLOYED—continued.

Classification.	Salary, exclusive of Allowances.	Employed at the end of 1891.	Left the Service or Died during 1891.	Promoted during 1891.
	£      £			
FEMALES—continued.				
SEWING MISTRESS ... ..	60	1	0	0
PROVISIONAL SCHOOL TEACHERS ... ..	20 to 90	139	19	0
PUPIL TEACHERS :—				
Class 4 ... ..	50	95	4	62
" 3 ... ..	35	43	4	33
" 2 ... ..	25	39	5	29
" 1 ... ..	20	30	5	16
" 0 (i.e., on probation) ... ..	16	6	2	0
TOTAL PUPIL TEACHERS ... ..	...	213	20	140
TOTAL FEMALE TEACHERS ... ..	...	798	66	290
GRAND TOTAL TEACHERS, MALE AND FEMALE ... ..	...	1,481	110	468

NOTES.—One female pupil teacher was employed in a Provisional school: she is included in this table among those employed in State schools.

Included among the Provisional school teachers are 20 classified teachers (12 males and 8 females) and 44 passed temporary teachers (28 males and 16 females) not enumerated among the classified teachers and passed temporary teachers above given.

During the year there were 7 male temporary teachers in charge of State schools.

All male head teachers were provided with residences, except 20, who received allowances for rent varying from £25 to £50 per annum.

Allowances for high cost of living in outside districts, varying from £10 to £136 per annum, were made to 94 male teachers; similar allowances, varying from £10 to £54 per annum, were made to 64 female teachers.

The capitation allowances of head teachers have ranged from £15 to £268 per annum for males, and from £10 to £138 per annum for females.

Assistant teachers with staff rank have received capitation allowances, varying from £8 to £106 in the case of males, and from £2 to £58 in the case of females.

Teachers have received the training fee of £5 per annum for each pupil teacher trained by them who has passed the annual general examination.

The emoluments of adult male teachers have ranged from £40 to £522, and those of adult female teachers from £20 to £354 per annum.

Drawing classes were conducted at Brisbane, Ipswich, Maryborough, Rockhampton, Mackay,\* and Toowoomba for the benefit of teachers and pupil teachers: the instructors of these classes received £50, £30, £30, £30, £30, and £30 per annum, respectively.

A teacher of gymnastics was employed at £100 per annum in connection with the Brisbane schools, and a drill instructor at Bowen at £20 per annum.

A teacher of kindergarten was appointed from 1st July, and an instructor in drill from 1st December, 1891.

\* In operation for part of the year only.



Table G.

DETAILED STATEMENT of SCHOOLS OPENED during the YEAR, together with such STATE SCHOOLS as were READY for OPENING in JANUARY 1892.

Localities.	Description.	Cost of Building.	Local Subscriptions received to 31-12-91.	Remarks.
<b>STATE SCHOOLS.</b>				
		£ s. d.	£ s. d.	
Black Jack ... ..	Wood ...	725 0 0	{ 95 0 0 50 0 0 60 10 0	Cash Allowed for old building } Opened 6-7-91.
Blantyre ... ..	"	585 0 0	{ 33 0 0 23 10 0	Cash Land } Opened 6-7-91.
Bundaberg, South-east ...	"	1,360 0 0	{ 272 0 0	Improvements Cash. Opened 11-5-91.
Childers ... ..	"	628 10 0	{ 7 14 0 18 0 0	Cash Furniture } Opened 1-9-91.
Cobb's Camp ... ..	"	499 8 0	{ 100 0 0 47 2 7	Land Cash } Not yet opened
Cumberland ... ..	"	1,164 0 0	{ 52 15 0 232 16 0	Allowed for old building } as a State school.
Dinmore ... ..	"	608 10 0	{ 61 0 0 60 0 0	Opened 13-3-91. Cash } Opened 19-1-91.
Halifax ... ..	"	825 0 0	{ 115 0 0 50 0 0	Land Cash } Opened 17-9-91.
Queenton ... ..	"	1,045 8 0	{ 209 1 7	Allowed for old building } Opened 13-7-91.
Sunbury ... ..	"	699 10 0	{ 139 18 0	Opened 13-7-91. " 19-1-91.
Spring Valley ... ..	"	628 5 0	{ 13 12 6 112 0 0	Cash Allowed for old buildings } Opened 7-9-91.
Thompson Estate ... ..	"	1,818 0 0	{ 176 14 0 26 18 0	Cash Furniture } Opened 31-3-91.
Woodview ... ..	"	573 0 0	{ 160 0 0 49 12 0	Guarantee Cash } Opened 19-1-91.
<b>PROVISIONAL SCHOOLS.</b>				
Albionville ... ..	...	...	...	Opened 6-7-91.
Atherton ... ..	...	...	...	" 2-3-91.
Bathampton ... ..	...	...	...	" 10-8-91.
Boyne River ... ..	...	...	...	Re-opened 5-10-91.
Carrington ... ..	...	...	...	Opened 6-7-91.
Coolabunia ... ..	...	...	...	" 16-6-91.
Copperfield ... ..	...	...	...	" 23-3-91.
Cordelia ... ..	...	...	...	" 13-2-91.
Cressbrook ... ..	...	...	...	" 2-11-91.
Dundowran ... ..	...	...	...	" 28-9-91.
Eton Vale ... ..	...	...	...	" 12-3-91.
Eungella ... ..	...	...	...	" 11-3-91.
Gleneagle ... ..	...	...	...	" 18-3-91.
Glengallan ... ..	...	...	...	" 10-3-91.
Hillgrove ... ..	...	...	...	" 16-2-91.
Koorongarra, South ...	...	...	...	" 10-8-91.
Kunioon ... ..	...	...	...	" 8-6-91.
Limestone ... ..	...	...	...	" 13-4-91.
Lockyer ... ..	...	...	...	" 16-2-91.
Maroon ... ..	...	...	...	" 15-4-91.
Moreton Island ... ..	...	...	...	" 19-1-91.
Mount Campbell ... ..	...	...	...	" 26-10-91.
Ravensbourne ... ..	...	...	...	" 22-6-91.
Stanmore ... ..	...	...	...	" 5-10-91.
Stewart's Creek ... ..	...	...	...	" 18-5-91.
Texas ... ..	...	...	...	Re-opened 1-4-91.
Toorbul ... ..	...	...	...	Opened 21-9-91.
Torrens Creek ... ..	...	...	...	" 19-2-91.
Traveston ... ..	...	...	...	" 24-8-91.
Warden Bend ... ..	...	...	...	" 27-4-91.
Welcome Pocket ... ..	...	...	...	" 23-11-91.
<b>READY FOR OPENING.</b>				
<i>State Schools.</i>				
Dalrymple Creek ... ..	Wood ...	534 0 0	{ 21 16 0 85 0 0	Cash. Allowed for old buildings.
Dalveen ... ..	"	478 0 0	{ 7 0 0 88 12 0	Allowed for tank and stand. Cash.
Eidsvold ... ..	"	1,452 0 0	{ 158 8 0 132 0 0	Cash. Allowed for old building.
Farm Creek ... ..	"	483 0 0	{ 96 12 0	
Templin ... ..	"	620 0 0	{ 124 0 0	
Swan Creek, Upper ... ..	"	566 0 0	{ 99 9 0 13 15 0	Cash. Allowed for land.
Thargomindah ... ..	"	725 0 0	{ 145 0 0	

J. W. C. DRANE,  
Accountant.

Table H.

LIST, with PARTICULARS, of SCHOOLS in COURSE of ERECTION, or in reference to which Action was taken during the Year 1891.

Localities.	Description.	Estimated Attendance	Cost, or Estimated Cost.	Local Subscriptions.	Remarks.
			£ s. d.	£ s. d.	
<b>STATE SCHOOLS.</b>					
Augathella ... ..	Wood	50	900 0 0	...	Plans being prepared.
Clifton ... ..	"	60	573 0 0	129 13 6	Tenders invited.
Eagle Farm ... ..	"	45	...	...	Another school not needed in the district.
Jondowaie ... ..	"	35	...	57 0 0	Value of Provisional school buildings.
King's Creek ... ..	"	25	...	...	Attendance does not warrant a State school.
Kuranda ... ..	"	60	796 0 0	160 0 0	Tender for school buildings accepted.
Landsborough ... ..	"	40	530 0 0	...	Usual information and estimates supplied.
Longreach ... ..	"	...	...	...	Usual forms sent.
Mount Beppo ... ..	"	30	...	...	In abeyance, awaiting decision of site.
Mount Cotton ... ..	"	25	...	...	Attendance does not warrant a State school.
Mount Leyshon ... ..	"	25	...	...	Attendance does not warrant a State school.
Mulgrave Road (Cairns)	"	...	...	...	In abeyance, awaiting decision of site.
Nobbys ... ..	"	...	...	...	Usual forms sent.
Springside ... ..	"	35	...	40 0 0	Value of Provisional school buildings.
Wallumbilla ... ..	"	40	530 0 0	...	Usual forms sent, and estimates supplied.
Yandilla ... ..	"	35	...	...	Circumstances do not warrant a State school.
<b>PROVISIONAL SCHOOLS.</b>					
Accommodation Creek	...	...	...	...	School approved, usual information supplied.
Barker's Flat ... ..	...	...	...	...	Usual forms sent.
Biggenden ... ..	...	...	...	...	School approved, usual information supplied.
Biggenden Mine ... ..	...	...	...	...	School approved, usual information supplied.
Bodumbah ... ..	...	...	...	...	Usual forms sent.
Bum Bum ... ..	...	...	...	...	Usual forms sent.
Charlewood ... ..	...	...	...	...	School approved, usual information supplied.
Degilbo ... ..	...	...	...	...	Usual forms sent.
Doongal, Lower ... ..	...	...	...	...	Usual forms sent.
Dowes Creek ... ..	...	...	...	...	School approved, usual information supplied.
Eromanga ... ..	...	...	...	...	Usual forms sent.
Etna Creek ... ..	...	...	...	...	Usual forms sent.
Fassifern ... ..	...	...	...	...	Attendance does not warrant a school.
Flinton ... ..	...	...	...	...	Usual forms sent.
Forest Hill ... ..	...	...	...	...	Informed that no grant could be made in aid of building.
Grantham ... ..	...	...	...	...	Usual forms sent.
Grass Hut ... ..	...	...	...	...	Usual forms sent.
Grass Tree ... ..	...	...	...	...	School approved, usual information supplied.
Grosvenor Flat ... ..	...	...	...	...	Usual forms sent.
Haldon, East ... ..	...	...	...	...	Usual forms sent.
Homestead ... ..	...	...	...	...	Usual forms sent.
Hungerford ... ..	...	...	...	...	Circumstances do not warrant a school.
Ilfracombe ... ..	...	...	...	...	Usual forms sent.
Jundah ... ..	...	...	...	...	Usual forms sent.
Kangaroo Hills ... ..	...	...	...	...	Usual forms sent.
Kilcoy ... ..	...	...	...	...	In abeyance, awaiting decision of site.
Maleny ... ..	...	...	...	...	School approved, committee to nominate a teacher.
Meadow Flats ... ..	...	...	...	...	Attendance does not warrant a school.
Mirani ... ..	...	...	...	...	School approved, teacher appointed.
Monal Creek ... ..	...	...	...	...	School approved, usual information supplied.
Moogerah ... ..	...	...	...	...	School approved, on condition that committee guarantee to subsidise teacher's salary.
Mudgeraba, Lower ... ..	...	...	...	...	School approved, usual information supplied.
Mungore Creek ... ..	...	...	...	...	In abeyance, awaiting decision of site.
Murdering Gully ... ..	...	...	...	...	Usual forms sent.
Oakey Creek ... ..	...	...	...	...	In abeyance, awaiting decision of site.
Peachester ... ..	...	...	...	...	In abeyance, awaiting decision of site.
Pine Creek, Upper ... ..	...	...	...	...	Usual forms sent.
Rosalie Plains ... ..	...	...	...	...	Usual forms sent.
Rose Vale (Peachy) ... ..	...	...	...	...	School approved, usual information supplied.
Sarabah ... ..	...	...	...	...	Attendance does not warrant a school.
Spring Flat ... ..	...	...	...	...	Usual forms sent.
Stanley River ... ..	...	...	...	...	Papers with District Inspector for report.
Teebar, West ... ..	...	...	...	...	Usual forms sent.
Tumcul ... ..	...	...	...	...	Attendance does not warrant a school.
Tutchekei (Gympie Road)	...	...	...	...	Attendance does not warrant a school.
Westbury ... ..	...	...	...	...	School approved, usual information supplied.
Widgee ... ..	...	...	...	...	Usual forms sent.

J. W. C. DRANE,  
Accountant.

**Table I.**  
**IMPORTANT ADDITIONS AND REPAIRS.**

School.	Nature of Work.	Cost.	Local Subscriptions.
<b>STATE SCHOOLS.</b>			
Alfred ... ..	Covering roof with iron ... ..	£ s. d. 56 0 0	£ s. d.
Bundaberg, South (Boys) ... ..	Ventilators and partitions ... ..	59 0 0	
Ditto ditto ... ..	Fencing and gates ... ..	84 15 0	
Ditto South-east ... ..	Ditto ... ..	175 10 0	35 2 0
Beenleigh ... ..	Additions ... ..	485 0 0	
Bundaberg, South-east ... ..	Playshed, gymnasium, &c. ... ..	115 0 0	30 10 0
Buderim Mountain ... ..	Additions to residence ... ..	78 0 0	15 12 0
Croydon ... ..	Additions to school ... ..	1,234 0 0	
Ditto ... ..	Playshed ... ..	214 0 0	42 16 0
Ditto ... ..	Fencing and gates ... ..	90 10 0	18 2 0
Chinchilla ... ..	Ditto ... ..	89 8 6	17 17 8
Ditto ... ..	Additions ... ..	265 0 0	
Caboolture, South ... ..	Improvements and repairs ... ..	111 15 7	7 8 0
Cattle Creek ... ..	Ditto ... ..	90 0 0	3 8 0
Charters Towers ... ..	Improvements to residence ... ..	76 0 0	
Ditto ... ..	Verandah to residence ... ..	73 17 6	
Dinmore ... ..	Fencing and gates ... ..	64 14 0	12 18 9
Emu Vale ... ..	Additions to school ... ..	168 0 0	
Fortitude Valley ... ..	Additions to closets ... ..	55 1 3	
Geraldton ... ..	Fencing and gates ... ..	73 5 0	14 13 0
Gympie ... ..	Improvements, repairs, &c. ... ..	257 1 6	35 2 6
Gympie, One-Mile ... ..	Additions, boys' school ... ..	1,194 0 0	
Gin Gin ... ..	Fencing and gates ... ..	89 8 0	17 17 7
Goondiwindi ... ..	Kitchen ... ..	76 2 0	9 1 7 6 2 10 guaranteed
Glenmore ... ..	Fencing and gates ... ..	95 0 0	19 0 0
Gowrie road ... ..	Covering roof with iron ... ..	102 0 0	
Hermitage ... ..	Playshed ... ..	84 0 0	16 16 0
Herberton ... ..	Additions to residence ... ..	86 0 0	17 4 0
Hughenden ... ..	Ceiling school-room, &c. ... ..	47 8 0	9 9 7
Homebush ... ..	Fencing and gates ... ..	54 19 8	11 0 0
Kilkivan ... ..	Ditto ... ..	89 5 0	17 17 0
Mackay ... ..	Ditto ... ..	142 8 0	
Mackay, North ... ..	Repairs ... ..	95 0 0	
Montalbion ... ..	Playshed and gymnasium ... ..	142 0 0	36 10 0
Maryborough, West ... ..	Additions to school ... ..	665 0 0	
Maytown ... ..	Residence ... ..	501 10 0	118 6 0
Morven ... ..	Fencing and gates ... ..	131 0 0	26 4 0
Mount Morgan ... ..	Additions ... ..	753 0 0	
Ma Ma Creek ... ..	Kitchen and covered-way ... ..	52 0 0	
Milton ... ..	Additions to school ... ..	835 0 0	
Ditto ... ..	Additional furniture ... ..	59 15 0	
Murphy's Creek ... ..	Additions to residence ... ..	59 10 0	
Nudgee ... ..	Improvements and repairs ... ..	57 5 0	4 8 0
Normal ... ..	Shelter-shed ... ..	87 16 8	
Ditto (Girls and Infants) ... ..	Repairs ... ..	63 13 0	
Nerang ... ..	Additions to school and residence ... ..	295 0 0	14 10 0
Normal (Boys) ... ..	Repairs ... ..	93 0 0	
Newtown ... ..	Additions to school ... ..	140 0 0	
Pittsworth ... ..	Fencing and gates ... ..	95 0 0	19 0 0
Rockhampton, North ... ..	Ditto ... ..	243 10 6	
Ditto ... ..	Draining grounds ... ..	65 10 0	13 2 0
Sunbury ... ..	Fencing and gates ... ..	117 0 0	23 8 0
Taroom ... ..	Additions to residence ... ..	116 0 0	23 4 0
Torbanelea ... ..	Fencing and gates ... ..	68 10 0	13 14 0
Toowoomba, North ... ..	Ditto ... ..	75 18 0	2 0 0
Woolloongabba ... ..	Trenching and draining grounds ... ..	64 15 8	12 19 0
Walloon ... ..	Additions to residence ... ..	77 18 6	15 11 9

J. W. C. DRANE,  
Accountant.



**Table X.**

**STATEMENT of RECEIPTS and DISBURSEMENTS for the YEAR ended 31st DECEMBER, 1891 (parts of Financial Years 1890-91 and 1891-92).**

RECEIPTS.		£	s.	d.	£	s.	d.	DISBURSEMENTS.		£	s.	d.	£	s.	d.
To Amount received from Treasury, from 1st January to 31st December, 1891 (on account of Parliamentary Appropriation) ... ..					239,820	19	9		By DEPARTMENT—						
								Salaries of Officers ... ..	3,572	7	2				
								Contingencies ... ..	730	7	8				4,302 14 10
„ Local Subscriptions ... ..					2,370	1	8		„ INSPECTION—						
								Salaries of Officers ... ..	4,720	16	8				
								Contingencies ... ..	2,258	11	9				6,979 8 5
„ Contractors' Deposits Forfeited ...					69	15	4		„ SPECIAL INSTRUCTION—						
								Drawing Masters (8) ... ..	218	15	10				
								Contingencies ... ..	1	10	6				220 6 4
„ Refunds ...					13	5	0		„ DRILL—						
								Instruction ... ..	...						49 10 8
								„ KINDERGARTEN—							
								Salary of Mistress ... ..	104	0	0				
								Contingencies ... ..	89	11	9				193 11 9
								„ STATE SCHOOLS—							
								Salaries of Teachers and Pupil Teachers ... ..	114,448	16	4				
								Capitation ... ..	29,156	15	6				
								In lieu of Residence ... ..	933	3	11				
								Instruction of Pupil Teachers ... ..	1,314	5	11				
								Travelling Expenses ... ..	1,464	19	0				
								School Requisites ... ..	2,390	15	8				
								Incidentals (cleaning closets and schools, postage, &c.) ... ..	4,663	13	2				
								Buildings, Repairs, Furniture, &c. ... ..	27,055	5	2				
								Ditto Supervision—Salaries ... ..	1,085	0	0				
								Ditto Travelling Expenses and Contingencies ... ..	423	6	0				182,936 0 8
								„ ADVERTISING ... ..	...						263 6 9
								„ PROVISIONAL SCHOOLS—							
								Allowances to Teachers and School Requisites ... ..	...						23,172 3 3
								„ SCHOLARSHIPS AND EXHIBITIONS TO UNIVERSITIES—							
								Scholarships to Grammar Schools ... ..	2,487	9	0				
								Exhibitions to Universities ... ..	925	0	0				
								Travelling Expenses and Contingencies ... ..	128	13	2				3,541 2 2
								„ GRAMMAR SCHOOLS—							
								Brisbane Endowment (Boys') ... ..	1,000	0	0				
								„ „ (Girls') ... ..	1,000	0	0				
								Ipswich „ (Boys') ... ..	1,000	0	0				
								„ Building (Girls') ... ..	4,000	0	0				
								Toowoomba Endowment ... ..	1,000	0	0				
								Maryborough „ (Boys') ... ..	1,000	0	0				
								„ „ (Girls') ... ..	1,000	0	0				
								Rockhampton „ (Boys') ... ..	1,000	0	0				
								„ Building (Girls') ... ..	4,000	0	0				
								Townsville Endowment ... ..	1,000	0	0				16,000 0 0
								„ TECHNICAL EDUCATION—							
								Brisbane School of Arts ... ..	750	0	0				
								Ipswich ... ..	250	0	0				
								Toowoomba ... ..	207	16	9				
								Maryborough ... ..	250	0	0				
								Bundaberg ... ..	232	19	6				
								Rockhampton ... ..	277	5	0				
								Townsville ... ..	250	0	0				2,218 1 3
								„ MUSEUM—							
								Salaries ... ..	1,399	13	4				
								Purchase of Specimens ... ..	...						
								Library ... ..	...						
								Fittings and Maint <sup>d</sup> ... ..	...						



Table L.—continued.  
STATEMENT OF EXPENDITURE ON ACCOUNT OF FINANCIAL YEAR 1890-91—continued.

Appropriation—vide Estimates-in-Chief and Supplementary Estimates.				Head of Service.		Expenditure.		Lapsed.		Forward.	
		£	s. d.	£	s. d.	£	s. d.	£	s. d.	£	s. d.
GRAMMAR SCHOOLS— Estimates-in-Chief Ditto Ditto Forward from 1889-90 Estimates-in-Chief Ditto Ditto Ditto Ditto Ditto Ditto Ditto Ditto	Estimates-in-Chief	...	...	2,577	0 0	...	...	301	2 6	...	...
	Ditto	...	...	150	0 0	...	...	14	10 10	...	...
	Ditto	...	...	900	0 0	...	...	...	...	...	...
	Forward from 1889-90	...	...	125	0 0	...	...	...	...	...	...
	Estimates-in-Chief	...	...	...	...	...	...	...	...	...	...
	Ditto	...	...	1,025	0 0	...	...	975	0 0	...	...
	Ditto	...	...	1,000	0 0	...	...	1,000	0 0	...	...
	Ditto	...	...	1,000	0 0	...	...	1,000	0 0	...	...
	Ditto	...	...	1,000	0 0	...	...	1,000	0 0	...	...
	Ditto	...	...	1,000	0 0	...	...	1,000	0 0	...	...
TECHNICAL EDUCATION— Estimates-in-Chief Ditto Ditto Ditto Ditto Ditto Ditto Ditto Ditto	Estimates-in-Chief	...	...	...	...	...	...	...	...	...	...
	Ditto	...	...	...	...	...	...	...	...	...	...
	Ditto	...	...	...	...	...	...	...	...	...	...
	Ditto	...	...	...	...	...	...	...	...	...	...
	Ditto	...	...	...	...	...	...	...	...	...	...
	Ditto	...	...	...	...	...	...	...	...	...	...
	Ditto	...	...	...	...	...	...	...	...	...	...
	Ditto	...	...	...	...	...	...	...	...	...	...
	Ditto	...	...	...	...	...	...	...	...	...	...
	Ditto	...	...	...	...	...	...	...	...	...	...
MUSEUM— Estimates-in-Chief Ditto Forward from 1889-90 Transfer from "Library" Estimates-in-Chief Forward from 1889-90 Transfer to "Incidentals" Ditto "Buildings" Estimates-in-Chief Forward from 1889-90 Transfer from "Library" RESUMPTION OF LAND— Supplementary Estimates TOTAL	Estimates-in-Chief	...	...	...	...	...	...	...	...	...	...
	Ditto	...	...	...	...	...	...	...	...	...	...
	Forward from 1889-90	...	...	...	...	...	...	...	...	...	...
	Transfer from "Library"	...	...	...	...	...	...	...	...	...	...
	Estimates-in-Chief	...	...	...	...	...	...	...	...	...	...
	Forward from 1889-90	...	...	...	...	...	...	...	...	...	...
	Transfer to "Incidentals"	...	...	...	...	...	...	...	...	...	...
	Ditto "Buildings"	...	...	...	...	...	...	...	...	...	...
	Estimates-in-Chief	...	...	...	...	...	...	...	...	...	...
	Forward from 1889-90	...	...	...	...	...	...	...	...	...	...
GRAMMAR SCHOOLS— Exhibitions—Scholarships Ditto Contingencies Ditto To Universities Brisbane (Boys) Endowment Ditto (Girls) Ipswich Endowment Ditto (Girls) Building Endowment Toowoomba Endowment Maryboro' (Boys) Endowment Ditto (Girls) Ditto Building ditto Rockhampton (Boys) Endowment Ditto (Girls) Building ditto Townsville Endowment TECHNICAL EDUCATION— Brisbane School of Arts Ipswich ditto Toowoomba ditto Bundaberg ditto Maryborough ditto Rockhampton ditto Townsville ditto MUSEUM— Salaries... Purchase of Specimens Library Maintenance of Buildings... RESUMPTION OF LAND— Charters Towers Convent Reserve TOTALS	Exhibitions—Scholarships	...	...	2,275	17 6	...	...	...	...	...	...
	Ditto	...	...	135	9 2	...	...	...	...	...	...
	Contingencies	...	...	...	...	...	...	...	...	...	...
	Ditto	...	...	...	...	...	...	...	...	...	...
	To Universities	...	...	1,025	0 0	...	...	975	0 0	...	...
	Brisbane (Boys) Endowment	...	...	1,000	0 0	...	...	1,000	0 0	...	...
	Ditto (Girls)	...	...	1,000	0 0	...	...	1,000	0 0	...	...
	Ipswich Endowment	...	...	1,000	0 0	...	...	1,000	0 0	...	...
	Ditto (Girls) Building Endowment	...	...	2,000	0 0	...	...	2,000	0 0	...	...
	Toowoomba Endowment	...	...	1,000	0 0	...	...	1,000	0 0	...	...
GRAMMAR SCHOOLS— Exhibitions—Scholarships Ditto Contingencies Ditto To Universities Brisbane (Boys) Endowment Ditto (Girls) Ipswich Endowment Ditto (Girls) Building Endowment Toowoomba Endowment Maryboro' (Boys) Endowment Ditto (Girls) Ditto Building ditto Rockhampton (Boys) Endowment Ditto (Girls) Building ditto Townsville Endowment TECHNICAL EDUCATION— Brisbane School of Arts Ipswich ditto Toowoomba ditto Bundaberg ditto Maryborough ditto Rockhampton ditto Townsville ditto MUSEUM— Salaries... Purchase of Specimens Library Maintenance of Buildings... RESUMPTION OF LAND— Charters Towers Convent Reserve TOTALS	Maryboro' (Boys) Endowment	...	...	1,000	0 0	...	...	1,000	0 0	...	...
	Ditto (Girls)	...	...	1,000	0 0	...	...	1,000	0 0	...	...
	Ditto Building ditto	...	...	2,000	0 0	...	...	2,000	0 0	...	...
	Rockhampton (Boys) Endowment	...	...	1,000	0 0	...	...	1,000	0 0	...	...
	Ditto (Girls) Building ditto	...	...	4,000	0 0	...	...	4,000	0 0	...	...
	Townsville Endowment	...	...	1,000	0 0	...	...	1,000	0 0	...	...
	TECHNICAL EDUCATION—	...	...	...	...	...	...	...	...	...	...
	Brisbane School of Arts	...	...	750	0 0	...	...	750	0 0	...	...
	Ipswich ditto	...	...	250	0 0	...	...	250	0 0	...	...
	Toowoomba ditto	...	...	250	0 0	...	...	250	0 0	...	...
GRAMMAR SCHOOLS— Exhibitions—Scholarships Ditto Contingencies Ditto To Universities Brisbane (Boys) Endowment Ditto (Girls) Ipswich Endowment Ditto (Girls) Building Endowment Toowoomba Endowment Maryboro' (Boys) Endowment Ditto (Girls) Ditto Building ditto Rockhampton (Boys) Endowment Ditto (Girls) Building ditto Townsville Endowment TECHNICAL EDUCATION— Brisbane School of Arts Ipswich ditto Toowoomba ditto Bundaberg ditto Maryborough ditto Rockhampton ditto Townsville ditto MUSEUM— Salaries... Purchase of Specimens Library Maintenance of Buildings... RESUMPTION OF LAND— Charters Towers Convent Reserve TOTALS	Bundaberg ditto	...	...	250	0 0	...	...	250	0 0	...	...
	Maryborough ditto	...	...	250	0 0	...	...	250	0 0	...	...
	Rockhampton ditto	...	...	250	0 0	...	...	250	0 0	...	...
	Townsville ditto	...	...	250	0 0	...	...	250	0 0	...	...
	MUSEUM—	...	...	...	...	...	...	...	...	...	...
	Salaries...	...	...	1,423	0 0	...	...	1,423	0 0	...	...
	Purchase of Specimens	...	...	609	3 11	...	...	609	3 11	...	...
	Library	...	...	...	...	...	...	...	...	...	...
	Maintenance of Buildings...	...	...	304	7 9	...	...	73	19 5	...	...
	RESUMPTION OF LAND—	...	...	...	...	...	...	...	...	...	...
GRAMMAR SCHOOLS— Exhibitions—Scholarships Ditto Contingencies Ditto To Universities Brisbane (Boys) Endowment Ditto (Girls) Ipswich Endowment Ditto (Girls) Building Endowment Toowoomba Endowment Maryboro' (Boys) Endowment Ditto (Girls) Ditto Building ditto Rockhampton (Boys) Endowment Ditto (Girls) Building ditto Townsville Endowment TECHNICAL EDUCATION— Brisbane School of Arts Ipswich ditto Toowoomba ditto Bundaberg ditto Maryborough ditto Rockhampton ditto Townsville ditto MUSEUM— Salaries... Purchase of Specimens Library Maintenance of Buildings... RESUMPTION OF LAND— Charters Towers Convent Reserve TOTALS	Charters Towers Convent Reserve	...	...	140	0 0	...	...	140	0 0	...	...
	TOTALS	...	...	£246,391	8 5	...	...	£241,838	11 11	...	...
	TOTAL	...	...	...	...	...	...	4,097	19 2	...	...
	TOTAL	...	...	...	...	...	...	...	...	454	17 4
	TOTAL	...	...	...	...	...	...	...	...	...	...
	TOTAL	...	...	...	...	...	...	...	...	...	...
	TOTAL	...	...	...	...	...	...	...	...	...	...
	TOTAL	...	...	...	...	...	...	...	...	...	...
	TOTAL	...	...	...	...	...	...	...	...	...	...
	TOTAL	...	...	...	...	...	...	...	...	...	...

J. W. C. DRANE, Accountant.



Table M.

STATEMENT OF LOCAL SUBSCRIPTIONS ACCOUNT for the Year 1891.

RECEIPTS.			DISBURSEMENTS.		
	£	s. d.		£	s. d.
To Balance from 1890...	2,499	16 3	By Payments to Consol- dated Revenue ...	92	9 9
„ Contributions dur- ing 1891 ...	1,419	16 8	„ Deposits Q.N. Bank ...	2,370	1 8
„ Interest for 1891 ...	64	16 1	„ Contractors' Deposits Accounts ...	17	0 0
		3,984 9 0	„ Local subscriptions re- turned—		
			Crow's Nest ...	4	7 0
			Waterford ...	0	18 0
			Tallegalla ...	2	10 0
			Petrie Terrace ...	5	6 0
			Warrill Creek ...	2	0 0
			Ravensbourne ...	66	10 0
			Montalbion ...	37	1 1
			Zillmere ...	3	12 0
			St. John's Creek...	10	0 0
				132	4 1
			By Balance to 1892 ...		
					2,611 15 6
					1,372 13 6
		£3,984 9 0			£3,984 9 0

J. W. C. DRANE,  
Accountant.

Table N.

STATEMENT showing the AID GRANTED by GOVERNMENT to the existing GRAMMAR SCHOOLS to the  
31st DECEMBER, 1891.

SCHOOL.	FROM DATE OF ESTABLISHMENT TO 31ST DECEMBER, 1890.		DURING 1891.		TOTAL.
	In Aid of Building.	Annual Endowment.	In Aid of Building.	Endowment.	
	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.
Brisbane (Boys') ...	{ 4,000 0 0 } 6,000 0 0 2,000 0 0	21,021 18 3	...	1,000 0 0	*34,021 18 3
Brisbane (Girls') ...	{ 4,000 0 0 } 6,000 0 0 2,000 0 0	10,625 0 0	...	1,000 0 0	†23,625 0 0
Ipswich ...	{ 5,521 9 6 } 2,000 0 0	27,000 0 0	...	1,000 0 0	‡35,521 9 6
Ipswich (Girls') ...	...	...	4,000 0 0	...	4,000 0 0
Toowoomba ...	{ 5,333 15 6 } 2,000 0 0	14,000 0 0	...	1,000 0 0	‡22,333 15 6
Maryborough (Boys') ...	{ 4,000 0 0 } 3,500 0 0	9,333 6 8	...	1,000 0 0	\$17,833 6 8
Maryborough (Girls') ...	4,000 0 0	6,750 0 0	...	1,000 0 0	11,750 0 0
Rockhampton (Boys') ...	4,000 0 0	10,000 0 0	...	1,000 0 0	15,000 0 0
Rockhampton (Girls') ...	...	...	4,000 0 0	...	4,000 0 0
Townsville ...	5,200 0 0	2,500 0 0	...	1,000 0 0	8,700 0 0
TOTALS ...	£ 59,555 5 0	101,230 4 11	8,000 0 0	8,000 0 0	176,785 9 11

\* Exclusive of amount received by Trustees for the original Grammar School Building (£10,000) and for the resumption of portion of the original Grammar School Reserve for Railway purposes—viz., £3,677 0s. 1d.; total, £13,677 0s. 1d.

† Inclusive of Loan of £23,000

‡ " " £2,000

\$ " " £3,500

} Being repaid by half-yearly instalments of principal with interest.

J. W. C. DRANE,  
Accountant.

Table A

Summary of Contributions for Examinations in Mathematics

Year	Name in order of merit	School	University attended	Remarks
1878	1. Rymes, Thomas Joseph	Richards Grammar School	Wellington	Obtained a state school scholarship December 1877. Studied at University of London. After the completion of his first year at University of London, he was elected a member of the University of London. He was elected a member of the University of London. He was elected a member of the University of London.
	2. Francis, Richard Powell	ditto	Oxford	Obtained a state school scholarship December 1877. Studied at University of London. After the completion of his first year at University of London, he was elected a member of the University of London. He was elected a member of the University of London.
	3. Black, Ernest	ditto	Edinburgh	Obtained a state school scholarship December 1877. Studied at University of London. After the completion of his first year at University of London, he was elected a member of the University of London. He was elected a member of the University of London.
1879	1. Westwick, John	ditto	Oxford	Obtained a state school scholarship December 1877. Studied at University of London. After the completion of his first year at University of London, he was elected a member of the University of London. He was elected a member of the University of London.
	2. Love, William Wood Russell	ditto	Edinburgh	Obtained a state school scholarship December 1877. Studied at University of London. After the completion of his first year at University of London, he was elected a member of the University of London. He was elected a member of the University of London.
	3. Ross, Benjamin Atkinson	ditto	Oxford	Obtained a state school scholarship December 1877. Studied at University of London. After the completion of his first year at University of London, he was elected a member of the University of London. He was elected a member of the University of London.
1880	1. Wheeler, James Alfred	Spence Grammar School	London	Obtained a state school scholarship December 1877. Studied at University of London. After the completion of his first year at University of London, he was elected a member of the University of London. He was elected a member of the University of London.
	2. Jones, Thomas Edward	Richards Grammar School	Oxford	Obtained a state school scholarship December 1877. Studied at University of London. After the completion of his first year at University of London, he was elected a member of the University of London. He was elected a member of the University of London.
	3. Curran, Arthur Benjamin	ditto	ditto	Obtained a state school scholarship December 1877. Studied at University of London. After the completion of his first year at University of London, he was elected a member of the University of London. He was elected a member of the University of London.
1881	1. Power, George Washington	ditto	Wellington	Obtained a state school scholarship December 1877. Studied at University of London. After the completion of his first year at University of London, he was elected a member of the University of London. He was elected a member of the University of London.
	2. Liddle, Percy Herbert	ditto	ditto	Obtained a state school scholarship December 1877. Studied at University of London. After the completion of his first year at University of London, he was elected a member of the University of London. He was elected a member of the University of London.
	3. Byler, Edward John	Spence Grammar School	ditto	Obtained a state school scholarship December 1877. Studied at University of London. After the completion of his first year at University of London, he was elected a member of the University of London. He was elected a member of the University of London.

Table 0—continued.  
SUCCESSFUL COMPETITORS FOR EXHIBITIONS TO UNIVERSITIES—continued.

Year.	Name in order of Merit.	School.	University Attended.	Remarks.
1882	1. Hay, James Alexander ...	Brisbane Grammar School	Edinburgh and Cambridge	Gained a State School Scholarship, 1876. Sydney Junior University Prize, 1880. Sydney Senior University Prize, 1882. University Bursary at Edinburgh, and Medal and Honours in Arts Course, 1883. First Class Honours, Cambridge, previous Examination, 1884. Mathematical Scholarship at Clare College, 1885. Second Senior Optime, Mathematical Tripos, 1887. L.L.M. Degree, 1888. Last year Scholarship (100 guineas), Inner Temple, London; and Roman Law Prize, 1890.
	2. McNab, James ...	ditto	Melbourne	Gained a State School Scholarship, 1877. Open Scholarship of £50 at Trinity College, Melbourne, 1883.
	3. Townley, Percy Langford ...	Ipewich Grammar School	Sydney	Second Class Honours in Classics, Second Class Honours in Mathematics (being first in that position), and Second Class in Mathematics, 1883. First Class Honours in Mathematics, and Second Class Honours in Classics, B.A. Degree, 1885. First Class Honours in Botany and Second Class Honours in Zoology, 1886; First Professional Medical Examination. First Class Honours in Physiology, Second Class Honours in Anatomy, and Third Class Honours in Pathology, 1888; Second Professional Medical Examination. M.B. and Ch. M. Degree, 1889.
1883	1. Forrest, James ...	Brisbane Grammar School	Edinburgh	Grierson Bursary for Preliminary Examination in Arts, and an Additional Bursary for four years, in Arts Course, 1884. Medal and Special Prize for Botany, 1886. M.B. Degree, 1888.
	2. Scott George ...	ditto	Oxford	Gained a State School Scholarship, December, 1877. Matriculated at Merton College, Oxford, 1884. Second Class Honours in Jurisprudence, 1887.
	3. MacGregor, Peter Balderston ...	Ipewich Grammar School	Glasgow and Oxford	Matriculated at Balliol College, Oxford. B.A. Degree, 1887. Barrister-at-Law, Queensland.
1884	1. Wilson, Collin George ...	Brisbane Grammar School	Sydney	Gained a State School Scholarship, December, 1879. First Class Honours in Mathematics, Second Class in Classics, Sydney Matriculation, 1885. First Class in Natural Science and First Class in Mathematics, first year. University Scholarship for Natural Science, 1886. Renwick Scholarship; First Class Honours in Chemistry, Botany, Zoology, and Comparative Anatomy, 1887. First Class in Anatomy, Materia Medica, Physiology, and Pathology, 1889.
	2. O'Keefe, John Arthur ...	ditto	ditto	Gained a Scholarship at St. John's College, Sydney, 1885. B.A. Degree, 1888.
	3. Cook, John Thomas Robert ...	ditto	Melbourne	Gained a State School Scholarship, December, 1879. Second Class Honours in Classics at Matriculation, Melbourne, 1885. Entrance Scholarship at Ormond College, Melbourne, 1886. M.B. Degree, 1890.
1885	1. Ashworth, Louis Naish ...	Brisbane	ditto	Gained a State School Scholarship, December, 1880. First Entrance Scholarship (the Perry) at Trinity College, Melbourne. Honours in French and Mathematics, Matriculation Examination, 1886. Classical Scholarship at Trinity, First Class in Natural Philosophy, Second Class in Classics and Philology, B.A. Degree, 1889. Second Class Honours in Anatomy, Physiology, Chemistry, and Histology, Second Honour Examination, 1890. First Class Honours and University Exhibition for Descriptive and Surgical Anatomy (Third Year).
	2. Cooper, Hugh Erskine ...	ditto	London	Gained a State School Scholarship, December, 1880. First of the Medical Division at London University Matriculation, 1886.
	3. Bradfield, John Job Crew ...	Ipewich	Sydney	Gained a State School Scholarship, December, 1880. Second Class Honours in Mathematics first year. Sydney, 1886. First Class Honours and Smith's Prize in Science, Levey Scholarship of £50, and Second Class Honours in Chemistry, 1887. University Gold Medal in Engineering and Architecture, First Class Honours in Mineralogy, First Prize in Building Construction, Bachelor of Engineering, B.E. Degree, 1888.



Table 0—continued.  
SUCCESSFUL COMPETITORS FOR EXHIBITIONS TO UNIVERSITIES—continued.

Year.	Name in order of Merit.	School.	University Attended.	Remarks.
1886	1. Challands, Frederick ...	Maryborough Grammar School ...	Sydney ...	Gained a State School Scholarship, December, 1880. Sydney Junior Examination, 1883; Senior, and Silver Medal, 1885. Matriculated 1887, with Second Class Honours. First Class Honours in First Year's Examination, 1888, and Second Class Honours in all subjects of First Professional Medical Examination.
	2. Brookes, Edward ...	Brisbane Grammar School ...	Melbourne	Gained a State School Scholarship, December, 1881. Scholarship of £50 at Trinity College for English and History. M.B. Degree, 1891.
	3. O'Rourke, Frederick William ...	ditto ...	ditto.	Scholarship at Trinity College, Melbourne, 1888. First Class in French, English History, and Mental Philosophy, Second in Inductive Logic, second year, 1889.
1887	1. Graham, Austin Douglas ...	ditto ...	ditto ...	Gained a State School Scholarship, December, 1882. Scholarship at Ormond College, Melbourne, 1888.
	2. Morrow, William Alexander ...	ditto ...	ditto ...	Second Class in French, second year, 1889. B.A. Degree, 1891.
	3. Cameron, John Alexander ...	Ipswich Grammar School ...	Cambridge	Class I. in Parts II. and III., and Class II. in Part I. Previous Examination, Cambridge, 1888. Second Class Honours. Inter-Collegiate Science Examination, Cambridge, 1890. B.A., Second Class Honours in Natural Science Tripos; First and Second M.B. Examination, Cambridge.
1888	1. Mant, Reginald Arthur ...	Maryborough Grammar School ...	Oxford ...	Sydney Senior University Prize, and John West Medal, 1888. Matriculated at Trinity College, Oxford, 1889. Stood First on Commoner's Exhibition, 1890.
	2. Roberts, James Walter ...	ditto ...	Sydney ...	Gained a State School Scholarship, December, 1883. Matriculated at Sydney University with Honours, Examination, and Prize for Natural History.
	3. Müller, Oscar Rudolph Percy ...	Brisbane Grammar School ...	Melbourne	Prox. Acc. for University Scholarship Final Examination, first year, 1889. Honours in Second Year's Examination, and Prize for Natural History.
1889	1. Fowles, Edward Wesley Howard	ditto ...	Melbourne	Gained a State School Scholarship, December, 1882. Exhibition at Ormond College, Second Class in Ancient History, 1889. First Class in Biology, 1890. Second Class Honours in Physiological Chemistry and Histology (Third Year Medicine), 1891.
	2. Walker, Henry Kennedy McGill	ditto ...	ditto	Gained a State School Scholarship, December, 1884. First Classical Entrance Scholarship, Ormond College, Melbourne, 1890; First Class in Latin and Greek; Second Class in Deductive Logic, in First Year Arts Examination, 1890. University Exhibition for Classics and Comparative Philology, Second Year Arts, 1891.
	3. Cameron, Walter Evan ...	Ipswich Grammar School ...	Cambridge	Gained a State School Scholarship, December, 1884. Second Classical Entrance Scholarship, at Ormond College, Melbourne; Second Class Latin; Second Class Greek; Second Class Deductive Logic, in First Year Arts Examination, 1890.
1890	1. Dennis, George Ernest ...	Brisbane Grammar School ...	Melbourne	First Class Certificate, Practical Botany, Edinburgh. Previous Examination, Cambridge.
	2. Sargent, Hamill George ...	ditto ...	ditto	Gained a State School Scholarship, December, 1885. Exhibition at Ormond College, Melbourne, February, 1891. First Class Honours and University Exhibition for Biology, Melbourne, 1891.
	3. Browne, Leonard ...	ditto ...	Oxford ...	Gained a State School Scholarship, December, 1885. Exhibition at Ormond College, Melbourne, February, 1891. First Class Honours and University Exhibition for Biology, Melbourne, 1891.
1891	1. Roberts, Francis Joseph ...	ditto ...	Melbourne	Gained a State School Scholarship, December, 1886. Exhibition at Ormond College, Melbourne, February, 1891. First Class Honours and University Exhibition for Chemistry; First Class Honours for Natural Philosophy, Melbourne, 1891.
	2. Dixon, Graham Patrick ...	ditto ...	Sydney	Gained a State School Scholarship, December, 1886.
	3. Rowland, Norman de Horno	ditto ...	ditto	Gained a State School Scholarship, December, 1886. Entered at Koble College, Oxford.

## REPORT OF THE GENERAL INSPECTOR.

Education Office,  
1st April, 1892.

SIR,—I have the honour to submit to you my Annual Report for 1891.

In the latter part of the year I was able to arrange for a visit to the Northern ports of the Colony, and was away from the office for six weeks, from the 19th September to the 30th October. In the course of that trip I visited 25 schools, in actual working, in or near Cooktown, Port Douglas, Cairns, Charters Towers, Ravenswood, Townsville, and Mackay. The field was in large measure entirely new to me, as I had not previously been north of Rockhampton since 1874; and the older places, such as Mackay and Townsville, had changed and grown almost beyond my recognition. In 1874 there was no occasion for me, as District Inspector, to go north of Townsville, except to Cardwell. At that date Cooktown was just beginning to be settled; Port Douglas and Cairns were not known as towns; Charters Towers was in its infancy; and Ravenswood a settlement mostly of bark and canvas. In the schools which I visited there were present about 4,300 children. Some of the schools were, of course, more strongly managed than others; but I saw nothing to make me think that the teachers are inferior, or their work less effective than obtains in more Southern latitudes which are sometimes spoken of as being unduly favoured.

The district inspectors made fewer second inspections last year than in 1890; but they made a great many more detailed examinations; and all the schools in operation were inspected fully, except six provisional schools in the North and West.

Under express direction, the numerical strength of the staffs of schools has been kept down, notwithstanding frequent solicitation, in various forms, to depart from instructions. The limit has now, however, been reached, and henceforward resignations of teachers and increases of attendance will have to be met by fresh appointments. The excess of teachers, as it was considered, has been corrected during the last two and a-half years, without discharging anyone, and merely by the operation of resignations and transfers. Where a teacher has resigned, the place has not been filled if the attendance did not warrant that course; where a vacancy has occurred, it has been filled by transferring a teacher from a school with more teachers than the attendance called for; and so the staffs have now been reduced to the regulation strength. Notwithstanding that fewer teachers have been employed, the expenditure for salaries has gone up nearly £5,000, owing to promotions which are inevitable under the present rules.

The very considerable reduction of £10,000 in the expenditure for buildings has not as yet straitened the Department in respect of school accommodation to any appreciable extent; but it is certain that the economical limit in this direction is nearly reached.

The increase in the average attendance of pupils during 1890 was unusually small, owing probably to floods and epidemic disease, being only between 300 and 400, instead of the usual 2,000; but the unprecedented increase of 4,000 in the average attendance during 1891 has made up for the deficiency and, in fact, does duty for about two years of the usual normal or average increase.

There is no doubt that the increase in the number of pupils to a teacher is a strain on the school staffs, which can only be successfully met by the exercise of increased skill and energy of both head teachers and subordinates. Economy of school time; fine adjustment of time-tables; less precision about the minute features of equality of attainments in classification; more attention to the broader matters of organization, which make it possible to advantageously teach together large numbers in few drafts or classes; wider reading in the theory of school management; deeper acquaintance with the arts and artifices of a well-equipped modern schoolmaster; utter intolerance of trifling superficialities in the presence of children craving strong and vigorous teaching; much attention to the higher requirements of good discipline, including, among other things, that the pupils shall be taught self-restraint, be imbued with the desire to learn, and shown how to study so as themselves to seek for and obtain knowledge, in addition to assimilating what is set before them;—all this at least is needed to win anything more than a commonplace degree of success under any conditions, but is imperatively called for with reduced staffs.

Much of the advantage which it was intended to obtain and which it was believed would be gained by the new programme of work will, in my opinion, depend not a little on the breadth of view taken and the common sense displayed, not only by teachers, but also by inspectors in dealing with requirements. For many years we have been using grammar as our chief instrument of intellectual training—a knowledge of the structure and arrangement of words, and the logical connection of the ideas expressed by them. Grammar is a very important subject, not by any means to be lost sight of; but I sometimes fear that it has been overdone, or not well done, and intellectual process has largely given place to mechanical playing with sentences, as if they were toy puzzles, constructed in cunningly crooked sections, for the purpose of being taken apart. Probably in no branch has the method come to be exalted above the purpose to the same extent as in the teaching of grammar. By increasing the amount of reading matter to be traversed we hope to communicate to the child more ideas, enlarge its vocabulary, and give it greater fluency in expression. With an accurate knowledge of elementary technical grammar, and some stock of words and ideas, the child should be practised in composition, both oral and written, which should be carefully criticised, till such grammatical training enables it to utter aloud or set down in writing what it has to say, without offending the grammatical canons. When that has been attained, the student's knowledge of grammar and language and literature can be got elsewhere than in the primary school with its crowded programme.



programme. From the way in which geography is laid down, it is clear also that, with respect to that subject, it is not minute topographical knowledge that should be looked for, but general knowledge of countries, extending in the sixth class, where the pupils are over thirteen years of age, to those departments of geography which connect that subject with mathematics and physical science. Under the head of object lessons it is contemplated to convey useful information of a varied character, which should be given in regular lessons, at stated intervals, taking up but a small portion of the school time. Similarly other subjects, which must be regarded as minor subjects from the point of view of our primary schools, notwithstanding their evident and well recognised use as educative agents—history, drill, music—should be restricted in the time-table, so as to give free scope for the immortal trio, “readin’, ritin’, and ‘rithmetic,” the cultivation of which subjects as the necessary, if not also sufficient, means for the acquirement of all further knowledge of literature, science, and art, is the main purpose of our national system of primary education, to fit our children either to go out into the world to earn a living, or to proceed elsewhere to gather more knowledge to enable them the better to do so. The connection of our schools with the church on the one hand, through direct Bible teaching, and with the workshop on the other, through direct technical education, as it is called, is forbidden at present by the law, the alteration of which is rendered improbable in the meantime by public sentiment in the one case, and by the state of the public purse in the other. It has often been to me a cause for regret to find that there are teachers, well meaning men and not unskilful in their profession, who seem to base their claim to be reckoned successful teachers upon a superfluity of attention devoted to a minor subject of which they are fond, such as music, or even merely to a special method of teaching a subordinate subject. To make the school life of children bright and happy, to interest them in their work by any convenient means—that is good; but it should not be forgotten that school life is short, that it is work and not play they are engaged in, and that the work—I repeat it—clusters chiefly round the three R’s, which are the backbone of all education.

I sincerely hope that the enlarged programme in arithmetic will be boldly faced, and in a proper spirit, not with hesitating discontent and a feeling of discouragement at the large amount of work demanded, nor with impetuous zeal, as making light of a difficult task, but with thoughtful care, to see what is really required and how it can be accomplished. I do not think the extended ground to be traversed means altogether increased work to the teacher, though no doubt it implies that more time must be given to the subject. Hitherto, it seems to me, too much time has been expended in wearisome refinement of simple processes, and in the solution of more or less intricate and puzzling problems in the elementary stages—the solution depending largely on knowledge which can hardly be classed as arithmetical. At the risk of being styled old-fashioned, I venture to say that children should not be cumbered with difficult arithmetical problems till they have got sufficient brains wherewith to solve them; that they should be taught as quickly as possible how to add, subtract, multiply, and divide; to do so, as nearly as possible, through extensive and almost ceaseless practice, suitably directed, with lightning rapidity and absolute accuracy; that they should be passed on to new rules without necessarily having learned all that previous rules are useful for in the round of science and of business; and that to the great majority of our primary school pupils precision and rapidity of working the simple and compound rules and the ordinary processes of commercial arithmetic are vastly more important than anything else whatever in connection with arithmetic. Unremitting practice at things they understand and the rapid opening up of new ground make this kind of work, so far as my experience extends, interesting and not unduly fatiguing to the children: they like it, and the keen competition generated is wholesome and stimulating. By the time a pupil has covered the field of arithmetical processes, as set down for the fifth class, and can use numbers with easy familiarity, so that no combination of mere figuring presents any difficulty, the age of twelve or thirteen years has been reached, which is surely yet sufficiently early to bear the strain of the logical analysis required for the solution of most of the problems usually found in the “miscellaneous examples” or “examination papers” at the end of the text books. Of course, all along the line of progress I should expect to hear the continuous rattle of a skirmishing fire of small problems of a simple kind asked orally, solved mentally, and answered almost as soon as asked. Of the mere practical value in everyday life of such arithmetical training, apart from its educative force, I think there can be no question; and the inclusion of mensuration in the fifth and sixth class programme should give a fund of information which can hardly come amiss to man or woman in after life.

In conversation with some of the inspectors and teachers, I have found it needful to set right a misapprehension which seems to prevail regarding the strength of staffs allowed by the new regulations. The regulation prescribes that to schools of class 8 (30 to 40 pupils) there shall be only 1 teacher; but it does not say that immediately the attendance is over 40 a second teacher shall be appointed; and the practice is that the second teacher shall not be appointed till it is seen by the returns that the attendance is settled at 45 or more. Also, no school can claim to retain 2 teachers if its attendance falls below 45. Then it is regulated that a school of class 7 (41 to 80 pupils) is to have not more than 2 teachers; but it does not say that a third teacher shall be appointed whenever the attendance is above 80; and the practice is not to appoint the third hand till the attendance as shown by the monthly returns has passed 90. Also, no school can claim to retain a staff of 3 teachers if the attendance is seen to have fallen below 90. Again, to schools of classes 5 and 6 (81 to 280 pupils) is allowed by regulation not more than 1 teacher for each 35 pupils in average attendance. This, I find, has been read as if the words “not more than” were absent. As it stands, it is clear that the regulation debars the appointment of a staff of 4 teachers until the attendance is settled at not less than 140; and that no school with  
attendance



attendance less than 140 can claim a staff of more than 3 teachers. Similarly, 174 pupils is the maximum attendance for 4 teachers; 209, for 5 teachers; 244, for 6; and 279, for 7. When the attendance is over 280, the regulation is, in schools of classes 3 and 4 (281 to 600 pupils), not more than one teacher to 40 pupils, so that while an attendance maintained of 280 pupils demands a staff of 8 teachers, the staff cannot be increased to 9 teachers till the attendance has reached 360; and so on. It is to be hoped that the above explanation may be tolerated in such a report as this; and that it may enable teachers and School Committees to perceive when applications for additional teachers are permissible.

In connection with the same subject of reduction and limitation of school staffs, it has been impossible, of course, to avoid bringing about many transfers, as may be inferred from what has already been said. Some of these have involved the necessity of sending teachers away from home, which again has brought with it a certain amount of discomfort to the persons transferred, and the expenditure of a larger part of their salaries in board and lodging than they needed to spend when living at home with their parents. Care has been taken, as far as the circumstances of such a Department as this permit, not to inflict unnecessary hardship, not to remove one who is the principal stay of a home, or to send females where they cannot obtain private lodgings and live comfortably and respectably on their salary; and all possible consideration has been given to applications from sick or delicate teachers for removal to more congenial climates. If all has not been done in this respect that may have been looked for, it is because only a certain amount of consideration is possible. There can be no doubt of the general wisdom and propriety of the rule by which teachers are called on to serve where their services are required, in any part of the colony, and teachers, recognising the necessity, must loyally help the Department. Any deprivation brought about by the exercise of self-denial, in such circumstances, will doubtless be in some measure made up to them in the consciousness of the discharge of necessary if unpleasant duty.

An impetus was given to the teaching and practice of drill during the year by the introduction of the physical training prescribed in the "Infantry Drill," and which has become popular with both teachers and pupils. The actual advance in proficiency as well as the spirit awakened will prepare the ground for further instruction in drill, which has been systematically begun this year.

A new feature of the Department's work in 1890 is the introduction of kindergarten instruction, under Miss Agnew as teacher. Classes were organised for the instruction of all the female teachers in Brisbane, or sufficiently near town to conveniently attend. The course of lessons, which began on the 14th July, was not quite completed at the end of the school year, but has since been finished; and now Miss Agnew is preparing to give a similar course to teachers at other centres—Charters Towers, Townsville, and Rockhampton, successively, in the immediate future. This instruction is preparatory to the introduction of kindergarten methods into the schools, and as soon as preliminaries are arranged the work will be followed up as far as may be found desirable and necessary. I attended the lessons till I went to the North on the tour already referred to, and I regret that I was not able to be present throughout the course. Miss Agnew has, in my opinion, been happily chosen for the position she now fills: if she can communicate to the teachers generally her own knowledge, skill, and enthusiasm, we ought to have by-and-by as good kindergarten work as is to be had anywhere.

There are many matters in connection with the new regulations which I should like to touch upon here; but to do so would carry me beyond the year now under review, and probably any remarks I would make will come more advantageously when a fuller knowledge has been gained of their working.

I notice that out of 87 who presented themselves at the examination for admission as teacher of the second class, in December last, only 11 passed, and 32 made less than 50 per cent. of the total marks. This examination is a very important one, as its requirements include all the literary attainments considered needful—though not all that may be desirable—for the full equipment of an efficient teacher, able to take charge of a large school and train pupil-teachers. I think it is necessary to warn those teachers, who, in regard to age and standing, are little more than ex-pupil-teachers newly out of their time, not to undertake this examination with undue haste in the hope to cheaply win. The answering of the papers is expected to show not superficial cram but solid reading, real study, and matured thought.

The greater quantity of reading books issued under the new regulations prompts me to express a hope that teachers will take special pains for their preservation from noxious insects, as well as bad usage; and at the same time it may not be out of place to remind teachers generally of the responsibility that lies upon them to be watchful that the costly property entrusted to their care does not suffer loss or damage other than is caused by fair wear and tear. It is always a point in favour of a teacher, to place against the lack of exceptional abilities in his profession, or on the other hand to enhance an otherwise fair record, to be known as a man careful of the premises and material in his charge.

If certain teachers knew the additional trouble of administration which is caused by returns rendered incorrectly, irregularly, and unpunctually, they would, I am sure, take more pains to study and to comply with the instructions set forth for their guidance.

D. EWART,  
General Inspector.

The Under Secretary for Public Instruction.

DOWNES



## DOWNS DISTRICT, NORTHERN DIVISION.

## REPORT OF MR. DISTRICT INSPECTOR KILHAM.

Toowoomba, February, 1892.

SIR,—I have the honour to submit my general report for the year 1891.

## DISTRICT.

**LIMITS.**—My inspectoral district, the same as last year, is designated the Northern Downs, but includes the districts of Maranoa, Warrego, and South Gregory, with one school in the Mitchell and one in the Leichhardt districts. It extends from Toowoomba westward to Windorah 696 miles, and from Tambo in the north to Cunnamulla in the south, 275 miles.

**APPORTIONMENT OF TIME.**—From the beginning of the year my time was employed as follows:—Valuing examination papers, 45 days; reporting on papers and general report, 13 days; inspecting, 101 days; travelling, 82; reporting, 45; Sundays, 49; holidays, 14; indisposed, 5 days; setting papers and superintending examination of teachers, 11 days.

**SCHOOLS IN OPERATION.**—The schools in operation in this district at the close of the year were:—

State schools for Boys only	...	...	...	...	...	...	...	3
" " " Girls only...	...	...	...	...	...	...	...	1
" " " Girls and Infants...	...	...	...	...	...	...	...	2
" " " Infants only	...	...	...	...	...	...	...	1
" " " Boys, Girls, and Infants (Mixed)	...	...	...	...	...	...	...	26
Total number of State schools								33
Provisional schools	...	...	...	...	...	...	...	26
Roman Catholic schools for Boys only	...	...	...	...	...	...	...	1
" " schools for Girls and Infants	...	...	...	...	...	...	...	3
Total number of schools								63

**SCHOOL CHANGES.**—During the year a new State school replaced the Provisional school at Thargomindah, and a Provisional school was established at Jackson's Siding.

**INSPECTION.**—The work of inspection commenced on 18th March, and was carried on until the 9th December, when the schools closed for the Christmas vacation.

The distance travelled during the year was 5,612 miles—viz., by rail, 3,027; by coach, 2,024; and by buggy, 561.

I inspected in detail and fully reported on 32 State schools, 22 Provisional schools, and 4 Roman Catholic schools. In addition, I inspected the drawing class for teachers held in Toowoomba, made visits of inquiry and selected sites for the establishment of a State school at Augathella and a Provisional school at Jackson's Siding; held an investigation of complaints against a teacher, and paid two incidental visits. The following Provisional schools were not inspected:—Blaxland, Bungeworgorai, Nellybri, and Ranges Bridge. The first was closed for a committee holiday on the day of my visit, Bungeworgorai and Ranges Bridge were not in operation when I was inspecting in the localities, and Nellybri was omitted for want of time, as a week would have been lost in visiting this small school.

## MATERIAL ORGANIZATION.

**SCHOOLROOM ACCOMMODATION.**—The accommodation provided for the whole district is sufficient for the number of children in average attendance, but the following schools are gradually outgrowing the present buildings, which will either require the rooms enlarging or the addition of class-rooms—viz., Jondaryan, Miles, Mitchell, Roma, St. George, East Toowoomba, North Toowoomba Boys, North Toowoomba Girls, and South Toowoomba Infants.

Chinchilla has been provided with a new room during the year. No increased accommodation would be needed in Toowoomba if the attendance of pupils at the schools in their respective school districts were enforced, as the present buildings afford space for 1,303 children, while the average attendance at State schools for the whole town is 1,058.

**BUILDINGS.**—These are generally in very good condition, necessary repairs having been executed as promptly as possible. Out of 32 State schools 20 are supplied with class-rooms, and 15 with galleries. Class-rooms and galleries are necessary for simultaneous and collective instruction, the noise of which would interfere with the working of adjacent classes, and where not provided, teachers adopt the reprehensible practice of placing large numbers on the verandahs or in play-sheds, for singing and other simultaneous lessons. In many schools the verandahs are covered with iron, and, when not ceiled, the heat is much greater than in the school-room; it is no wonder, therefore, that children in such cases become drowsy and inattentive.

The measurements of inside floors and verandahs made by teachers and returned to the Department are very unreliable, varying from year to year, often to the extent of hundreds of square feet. Mistakes of this kind were made in 26 State schools, none of which were supplied with a two-foot rule or measuring tape.

**TEACHERS' RESIDENCES.**—Six State schools are not provided with teachers' residences—viz., South Toowoomba (boys, girls, and infants), Dalby (girls), and Morven.

**FURNITURE** is usually reported sufficient in quantity and good in quality. Presses to hold reading, writing, and other school books are found in all schools; but another press with narrower shelves, which would be suitable for a school library or objects necessary for illustrating reading and object lessons, should be designed and supplied. Desks and forms are in sufficient quantity when they afford sitting accommodation for two-thirds of the pupils in average attendance. Children require frequent change

change of posture from sitting to standing, and when seated for several lessons in succession in the desks on narrow seats without back-rests, the position becomes exceedingly irksome and injurious to chest development. Tables, chairs and clocks are fully supplied in every school.

APPARATUS AND REQUISITES FOR TEACHING.—Blackboards and easels, so necessary for nearly every lesson, are very unevenly distributed; in 6 schools, 12 more blackboards are required, while 16 schools have 25 boards in excess of requirements. As a general rule, a blackboard and easel should be provided for each group of desks, but in only 2 State schools in this district is this rule observed. A blackboard is of very little use without an easel, but I find 140 blackboards and only 90 easels, so that 50 boards are comparatively useless. Slates were found sufficient in all schools with only one exception. Reading books were in bad condition in only 3 schools. Weights and measures, and especially a two-foot rule, should form part of the apparatus of every school.

The sum of £14 5s. 9d. was authorised by me to be expended by teachers on minor repairs in 10 schools during the year.

GROUNDS.—Fences have been erected during the year at Chinchilla, Gowrie, Little Plains, and Morven, so that now all the grounds around State schools are fenced. Only 1 Provisional school is enclosed.

Play-sheds are found at 16 schools—viz., Charleville, Cunnamulla, Dalby (boys), Dalby (girls), Jondaryan, Mitchell, Roma, St. George, Surat, Tambo, North Toowoomba (boys), North Toowoomba (girls), South Toowoomba (boys), South Toowoomba (girls and infants), and Yeulba. None of the Provisional schools are so provided. Only 4 schools have any gymnastic apparatus.

Flower gardens have been formed at Charleville, Dalby (boys), Glencoe, Gowrie Creek, Gowrie Junction, Gowrie Little Plains, Jondaryan, Roma, Surat, Taroom, East Toowoomba, Middle Ridge, North Toowoomba (boys), North Toowoomba (girls), South Toowoomba (boys, girls, and infants), Warra, and Yeulba. In only 4 of these, however, is the work carried on by pupils of the school, a practice which should be encouraged in order to instil into children a love of flower culture that might be practically applied by them in their homes. It is to be regretted that more teachers do not commence garden borders in the playgrounds, and in other ways strive to beautify their surroundings and make their schools attractive. The schools which bear the palm in this respect are North Toowoomba (girls), East Toowoomba, Glencoe, Gowrie Little Plains, and Gowrie Creek. The total number of trees planted on Arbor Day is 577; the majority of these appear to be thriving, as only 38 dead ones were noticed.

The outhouses were generally reported to be clean and in good order. Water supply sufficient. Lavatories are found at all schools except Morven, and are now furnished with bowls and towels with very few exceptions.

PROVISIONAL SCHOOLS.—Only one Provisional school is enclosed, and none are supplied with shelter-sheds. Lavatories and hat-rooms are found only at Hodgson, which was formerly a State school. No water supply is provided at Adavale, Bollon, Euthella, Rosalie Plains, and Windorah; while outhouses are still needed at Adavale, Windorah, and Yamsion. At 5 Provisional schools 35 trees have been planted, but as the grounds are not enclosed, the trees will probably be destroyed by horses or cattle.

Teachers' residences are provided at 2 Provisional schools—viz., Hodgson and Jimbour. The school-houses are mostly in very fair condition, except at Windorah and Thargomindah, at which places the former has been closed and the latter has been superseded by a State school.

INTERNAL ORGANIZATION.

STAFFS.—The staff strength is now 1 teacher to 30 pupils in average attendance, having been increased during the year from 25 to 30. It ranges from 40 at Morven to 12 at Cunnamulla, but in 65 per cent. of State schools the number of pupils to each teacher is over 30.

In Provisional schools the average strength is 17 pupils to each teacher; at 4 of these schools, however—viz., Adavale, Eulo, Irvingdale, and Windorah, the average attendance is below 12, the number required by the Act, while at Augathella, Jondowai, and Thargomindah it is over 30, and steps are being taken to convert these into State schools.

The number of teachers employed in the district is 144, being 18 less than it was last year; 92 of these are in State schools, 26 in Provisional, and 26 in Roman Catholic schools. The teachers may be classified as 62 head teachers, 55 assistants, and 27 pupil-teachers. It will be noticed by comparing Table B of this year with that of last year, that we have a reduction in the number of pupil-teachers from 36 to 16. The supply, however, is still maintained in the Roman Catholic schools, which present as many pupil-teachers for examination from 3 schools as are presented by 32 State schools. Thus in the near future the majority of our pupil-teachers will be trained by the Roman Catholic schools instead of the State schools, although the professional capacity of teachers in the former schools is not reported on to the Department.

Tables A and B give the classification of teachers in State schools more minutely.

Table A.  
TEACHERS IN STATE SCHOOLS.

Status.	Males.		Females.	
	Head Teachers.	Assistant Teachers.	Head Teachers.	Assistant Teachers.
Class I. ... ..	0	0	0	0
Class II. ... ..	18	1	2	0
Class III. ... ..	10	11	2	30
Unclassified ... ..	0	0	0	2
Total ... ..	28	12	4	32

TABLE



**Table B.**  
**PUPIL-TEACHERS IN STATE SCHOOLS.**

Status.							Males.	Females.
Fourth Class	...	...	...	...	...	...	3	6
Third Class	...	...	...	...	...	...	2	2
Second Class	...	...	...	...	...	...	0	1
First Class	...	...	...	...	...	...	1	0
On Probation	...	...	...	...	...	...	0	1
Total	...	...	...	...	...	...	6	10

In 6 State schools the head teacher is unassisted; in 6 he is assisted by 1 pupil-teacher; in 13, by 1 to 7 assistants; and in 7, by pupil-teachers and assistants. Pupil-teachers are employed in 13 State schools, in 11 of which they are teaching in the lowest classes.

In reporting on the professional capacity of staffs, I find that for *Industry* 16 head teachers obtained excellent, 11 very good, 3 good, and 2 very fair; for *Discipline*, 13 excellent, 12 very good, 3 good, 3 very fair, and 1 moderately fair; for *Skill in teaching*, 12 very good, 11 good, 3 very fair, 5 fair, and 1 moderate; for *Organizing power*, 1 very good, 7 good, 4 very fair, 10 fair, 3 moderately fair, 4 moderate, 2 very moderate, and 1 bad.

The assistant teachers were reported for *Industry*, 16 excellent, 20 very good, 5 good, 1 very fair, and 2 fair; for *Discipline*, 4 excellent, 14 very good, 13 good, 5 very fair, 6 fair, 2 moderately fair; for *Skill in teaching*, 16 good, 22 very fair, 4 fair, and 2 moderately fair.

Pupil-teachers, as has been shown above, are decreasing in numbers very rapidly, and if this continues, our supply of assistant teachers will soon be inadequate. It is wise, however, that some restraint has been put upon the wholesale application of candidates for examination, but the restriction should have stated further that pupil-teachers would be appointed to and trained in such State schools only as were in charge of head teachers of the Second Class. This would secure their training under competent teachers, and give them experience of the work in larger schools, instead of being as at present employed in some of the smallest. There is still a tendency to make large drafts, and the danger of placing these in charge of young teachers is often overlooked. At first the discipline becomes weak, then reading deteriorates, copying prevails at silent lessons, insufficient time is found for individual answering in oral work, the teacher becomes satisfied with the simultaneous answers of two or three, and examination of slate work is hurried through, as the teacher finds it impossible to examine twenty to thirty slates of transcription, arithmetic, &c., in the few minutes allowed at the end of half an hour's silent work. We may decrease the cost of education by insisting on a larger number of pupils to each teacher, but we must not lose sight of the fact that this will be done at the expense of efficiency if carried beyond certain limits. Attempts have been made in a few of the best schools to afford the pupil-teachers more opportunities of acquiring a knowledge of their profession by giving criticism lessons once a week after school hours; but this practice, which should be in operation in all schools where subordinates are employed, exists in very few.

In the distribution of the staff, head teachers often overlook the fact that indifferent teachers may manage to give instruction in the higher classes, but only good teachers can secure good results and make rapid progress with young children.

**Table C.**  
**TEACHERS IN PROVISIONAL SCHOOLS.**

Sex.							Have passed no stated Examination.	Have passed the Examination for admission as a Temporary Teacher.	Have held the rank of Classified Teacher under the Department.
Males	...	...	...	...	...	...	5	2	1
Females	...	...	...	...	...	...	7	2	7*
Total	...	...	...	...	...	...	12	4	8

\* Four as pupil-teachers.

It is gratifying to notice that the number of teachers who have passed no stated examination is gradually decreasing in Provisional schools, and that ex-pupil-teachers are receiving appointments as vacancies occur.

Satisfactory work has been done by the majority of Provisional school teachers, who were reported for *Industry*, 1 excellent, 13 very good, 5 good, 1 moderately fair, and 1 moderate; for *Discipline*, 2 excellent, 6 very good, 8 good, 3 very fair, 2 very moderate; for *Skill in teaching*, 4 good, 10 very fair, 3 fair, 1 moderately fair, 1 moderate, and 2 very moderate. In *Organizing power* they are not so satisfactory, having had little or no proper training in the art of school management; however, 2 obtained very fair marks, 3 fair, 5 moderately fair, 7 moderate, 3 very moderate, and 1 bad. All are working to the best of their abilities, and considering the nature of their duties, the work of an assistant teacher in a large school is extremely simple compared with that which every teacher of a Provisional school has to accomplish. The assistant has seldom more than one class to manage, while the Provisional school teacher has often unaided to teach four or five classes and keep them all employed. This difficulty they often increase by multiplying unnecessarily the number of drafts. One of the greatest drawbacks to the progress of Provisional schools is the frequent change of teachers: out of 22 schools inspected no less than 12, or 54 per cent., have had a new head teacher during the year, while in State schools only 18 per cent. have been changed.

**PUPILS.—Attendance.**—The enrolment in State and Provisional schools at the end of the quarter preceding inspection was 4,416—viz., 2,275 boys and 2,141 girls. The total number of pupils examined, including those in Roman Catholic schools, was 3,973—viz., 1,944 boys and 2,029 girls.

The

The average attendance in schools under the Department for the same period was 3,133·6, or 70·9 per cent. of the enrolment. This is an increase of 5 per cent. on last year. The number of pupils who attended 4 days out of 5 during the quarter was 2,271, or 51·4 per cent., being an increase of 9 per cent. on the regularity of last year. The number not attending any school is reported to be 92, and the number attending less than 60 days in the half-year is 508.

The most irregular attendance is found in the following State schools :—Maida Hill, 8·6 per cent. attend regularly; Cunnamulla, 12·7 per cent.; Toowoomba (infants), 28·6; Oakey Creek, 34·1; North Toowoomba (girls), 34·6; North Toowoomba (boys), 39; Dalby (girls), 41·1.

The following schools show the highest percentage of regularity :—Glencoe, 81·4; Taroom, 73·3; Chinchilla, 71·6; South Toowoomba (boys), 69·7; and Miles, 67·1.

The number of pupils admitted during the year into State schools was 1,293.—677 boys and 616 girls; into Provisional schools 220—119 boys and 101 girls.

Table D.  
ATTENDANCE OF PUPILS.

	State Schools.		Provisional Schools.		Total.		Grand Totals.
	Boys.	Girls.	Boys.	Girls.	Boys.	Girls.	
On roll at end of quarter preceding inspection ...	1,996	1,897	279	244	2,275	2,141	4,416
Average attendance during quarter preceding inspection	1,403·5	1,342·8	201·3	186	1,604·8	1,528·8	3,133·6
Attendance four days out of five in quarter preceding inspection	1,060	897	166	148	1,226	1,045	2,271
On roll at date of inspection ...	1,892	1,828	263	237	2,155	2,065	4,220
Examined ...	1,563	1,551	219	214	1,782	1,765	3,547

By comparing this table with Table D in my last report it will be noticed that there is an increase in the enrolment of 367 at date of inspection, and an increased average attendance of 469. Amongst the number of pupils admitted during the year, must be included several who wander from one town school to another, and in order to check this irregularity, I would again suggest that towns should be divided into school districts, and the pupils residing in each district should be required to attend their own schools. In consequence of this constant migration, one school is overcrowded while another, a little more than half a mile distant, is nearly deserted. This frequent change of schools has another serious disadvantage in computing the time in class, as a pupil who has been twelve months in a certain class since enrolment is admitted into another school and may be entered as no time in the same class.

CLASSIFICATION.—There is still a preponderance of pupils in the lower classes, 70 per cent. in State schools and 76 per cent. in Provisional schools being in the first and second classes. I must again reiterate what I have so frequently said in these reports—that more attention and better teaching should be given to the junior classes if sound and rapid progress is to be made.

The actual time occupied in passing through the respective classes in different schools is not ascertained, for our “average time in class” at inspection does not indicate how long these pupils are retained in the class before promotion. A column in the new Class Roll Book, headed “Months in previous class,” would supply this information, and the average of such a column would be useful in comparing the progress of one school with another.

The promotions made between inspections were :—In State schools, 2,383—viz., 1,181 boys (62·4 per cent. of enrolment), 1,202 girls (65·8 per cent); and in Provisional schools 284—viz., 148 boys (56·2 per cent) and 136 girls (57·3 per cent. of enrolment). Judging by these statistics it appears that girls make more rapid progress than boys, and comparing with last year's report it is seen that the promotions have increased considerably.

The number of pupils examined in State and Provisional schools was 3,547, or 84 per cent. of the enrolment. Table E. gives the classification, average age, and average proficiency of those examined.

Table E.  
CLASSIFICATION OF PUPILS.

Class.	On Roll at date of Inspection.		Percentage of Enrolment.	Examined.		Average Age of Pupils at Inspection.	Average Proficiency in all subjects expressed as a decimal.
	Boys.	Girls.		Boys.	Girls.		
STATE SCHOOLS.							
Fifth ... ..	36	42	2·09	30	37	14·7	70·1
Fourth ... ..	178	176	9·5	145	141	13·5	65·4
Third ... ..	339	323	17·7	267	277	11·9	61·0
Second ... ..	512	529	27·9	408	449	10·1	64·6
First ... ..	827	758	42·6	713	647	7·4	65·0
Total ... ..	1,892	1,828	...	1,563	1,551	...	...
PROVISIONAL SCHOOLS.							
Fourth ... ..	26	16	8·4	17	16	13·5	62·0
Third ... ..	37	37	14·8	30	35	12·0	55·4
Second ... ..	93	86	35·8	76	74	9·9	59·9
First ... ..	107	98	41·0	96	89	6·9	53·8
Total ... ..	263	237	...	219	214	...	...



An increased average proficiency has been obtained in all classes in State schools, the following schools having averaged from very fair to good in the respective classes :—

*Fifth Class.*—North Toowoomba (boys) 80·5, Miles 75·9, Middle Ridge 74·6, South Toowoomba (boys) 74·4, North Toowoomba (girls) 72·5, Roma 72, Surat 71·5.

*Fourth Class.*—Glencoe 79·2, Gowrie Creek 76·6, East Toowoomba 75·7, Mitchell 75·6, Dalby (girls) 74·8, North Toowoomba (boys) 73, Gowrie Junction 72·3, South Toowoomba (boys) 71, North Toowoomba (girls) 70·3.

*Third Class.*—Glencoe 76·6, Gowrie Little Plain 72·5, Gowrie Creek 72·4.

*Second Class.*—Glencoe 83·2, Dalby (boys) 76·5, South Toowoomba (girls) 76, Gowrie Little Plain 75·8, Surat 71, Gowrie Creek 70·5, St. George 70·4, East Toowoomba 70.

*First Class.*—Glencoe 85, Middle Ridge 78·8, South Toowoomba (boys) 74, Gowrie Little Plain 73·9, East Toowoomba 72·6, Gowrie Junction 72, South Toowoomba (infants) 72·1, Taroom 71·8, Dalby (boys) 71·6, Mitchell 70·9.

**DISCIPLINE.**—In the majority of schools the discipline is reported as very good, without undue resort to corporal punishment, which is never inflicted in some of the best schools. In State schools, discipline was reported excellent in 11 schools, very good in 15, good in 2, very fair in 2, fair in 1, and moderately fair in 1; in Provisional schools, excellent in 1, very good in 12, good in 6, very fair in 1, and weak in 2. Cleanliness, good manners, truthfulness and self-reliance can be fairly judged of during inspection, and, so far as an opinion can be formed, the moral tone appears to be generally satisfactory: very rarely have complaints to be made of copying, prompting, or other dishonest practices while under examination. Drill, when systematically taught and regularly employed in class movements, is a valuable accessory to discipline. Military drill is taught in 1 school only at present, but physical training has been adopted with great success in most State schools, the girls rivalling the boys in precision of movements.

**REGISTERS AND RECORDS.**—These are reported generally to be complete and accurate; they are not, however, always kept with sufficient neatness. A few teachers still make mistakes in “days absent during the quarter” in Class Roll; but in the future this will be avoided, as General Instruction 101 (c) has made the matter so explicit that only sheer carelessness will produce a mistake.

Time-tables are frequently reported unsatisfactory and injudicious in the distribution of time to the different subjects, but I am in hopes that the circular memorandum to teachers, containing instructions on this point, will have the desired effect and produce the necessary improvement.

**INSTRUCTION.—Reading.**—Good reading and composition are the two highest tests of a successful school. “Good reading is good speaking. A child cannot read what it does not understand or appreciate; he cannot in such a case interpret the thought of the writer, and cannot speak for him. Put some simple question to a boy who has just concluded his dreary task of reading an unintelligible passage in an unexpressive monotone. The rapid change in his answer to natural pitch and modulation of voice is sufficient to prove that good reading is nothing more than good talking on an intelligible subject.” Reading is generally fluent, articulation frequently distinct, accent and emphasis improving, but good reading in a natural tone with proper expression is found in few schools. A love of reading is being fostered to some extent by the establishments of school libraries of suitable and interesting books. I have suggested to the pupils themselves that they could establish a library by contributing story books which they had read, and one teacher writes me that 61 books have been so contributed, and says, “I think the children took up your suggestion, *re* giving old prize books for library, very heartily.” I should like to see other schools follow the example of the school at St. George.

*Object Lessons* do not improve, because the majority of teachers are in the habit of teaching by words without suitable objects and illustrations. This practice has made these lessons comparatively worthless as a means of education. “Calkins’ New Primary Object Lessons” is a text-book on our list which does not appear to be studied by teachers. He says, “True object lessons are arranged with special adaptation to the mental condition of the pupils to whom they are to be given; and they are made to keep prominently in view the development of the faculties of children, and the cultivation of habits of ready and accurate observation. The *manner* of giving information is made the means of training the mental powers of the pupils, so that the instruction necessarily becomes much more valuable than any exercise of memory.

“To hold an object before a class and tell its shape, colour, size, what it is made of, its name and use, and then to ask the pupils to repeat all of that information, is not giving an object lesson. Again, to hold an object before a class, and ask, What is this? To what kingdom does it belong? Where is it found? What is it used for? is not giving an object lesson. Telling a child that which it should be led to observe is not developing its mind. Filling the memory with words to be repeated in response to questions is not education. The children’s own senses of sight, touch, taste, and hearing must be exercised to produce mental development. Any plan of primary teaching that does not provide for such training is defective.” Again, Herbert Spencer says, “To *tell* a child this and to *show* it the other, is not to teach it how to observe, but to make it a mere recipient of another’s observations—a proceeding which weakens rather than strengthens its powers of self-instruction; which deprives it of the pleasure resulting from successful activity; which presents this all-attractive knowledge under the aspect of formal tuition; and which thus generates that indifference and even disgust with which these object lessons are sometimes regarded. On the other hand, to pursue the true course is simply to guide the intellect to its appropriate food, and to habituate the mind from the beginning to that practice of self-help which it must ultimately follow. Children should be led to make their own investigations and to draw their own inferences. They should be *told* as little as possible, and induced to *discover* as much as possible. Humanity has progressed solely by self-instruction; and that, to achieve the best results, each mind must progress somewhat after the same fashion, is continually proved by the marked success of self-made men.”

I have



I have considered it necessary to dwell thus at length on reading and object lessons, because they are the two most important subjects of primary instruction which we can employ for training the intellectual faculties of our pupils, and yet they are frequently the worst taught; and, moreover, there appears to be an increasing tendency to substitute for object lessons rote teaching from text-books on domestic economy, temperance, agriculture, &c., which is deteriorating into mere *cram*.

Table F.  
AVERAGE PROFICIENCY IN SUBJECTS OF INSTRUCTION.

Subject.	Average Proficiency as a Percentage.		
	State Schools.	Provisional Schools.	All Schools.
Reading ... ..	61·7	58·3	60·3
Object Lessons ... ..	58·6	42·6	52·0
Writing ... ..	79·7	75·8	78·1
Arithmetic ... ..	66·5	58·6	63·3
Drill and Gymnastics ... ..	69·6	54·7	61·9
Vocal Music ... ..	49·1	41·3	47·1
Geography ... ..	62·2	48·2	56·2
Grammar ... ..	55·3	47·2	51·9
Derivation ... ..	67·1	49·5	60·6
Composition ... ..	71·3	66·3	69·4
History ... ..	67·1	54·0	65·4
Mechanics ... ..	61·7	...	61·7
Domestic Economy ... ..	55·0	58·6	55·5
Needlework ... ..	68·7	54·2	63·3
Home Exercises ... ..	72·5	63·7	68·8

The methods of instruction are not always the best that might be adopted, many of them being rather antiquated, as reported last year. It is to be regretted that our younger teachers, who have not had the benefit of a proper training in method at a training college, do not make themselves more fully acquainted with the excellent text-books on school management and class instruction which are provided by the Department.

On the whole, the general condition of the schools in this district is very satisfactory, the average proficiency being 66·8, or nearly very fair, and ranging from good to moderate. Satisfactory progress has been made in the majority of schools, being very good in 15, good in 8, very fair in 5, moderately fair in 1, and slow in 3.

Table G.  
SCHOOLS IN ALPHABETICAL ORDER.

Schools.	Highest Class.	Accommodation in square feet.		Attendance.						Discipline.	General Condition.	Progress.	Children between the ages of 5 and 13, within 3 miles, who do not		
		Inside Floors.	Verandah Floors.	On Roll at Date of Inspection.	Examined.	Average for Quarter preceding Inspection.		Attended 4 days out of 5.					Attend any School.	Attend at least 60 days in each Half-year	
						Number of Pupils.	Percentage of Enrolment.	Number of Pupils.	Percentage of Enrolment.						
STATE SCHOOLS.															
Cattle Creek	V.	496	496	46	35	37·0	77·7	28	57·1	Good	Moderately fair	Slow	0	3	
Charleville	V.	1,660	1,104	182	163	154·0	74·4	126	60·8	Very good	Satisfactory	Good	19	21	
Chinchilla	IV.	432	400	81	69	65·0	80·3	58	71·6	Very good	Satisfactory	Good	2	3	
Condamine	IV.	460	291	32	31	26·0	81·0	21	65·6	Very fair	Moderately fair	Some	2	8	
Cunnamulla	IV.	1,197	513	94	85	38·0	44·1	11	12·7	Fair	Not satisfactory, but improving	Slow	0	35	
Dalby (Boys)	IV.	1,152	455	93	76	71·6	73·9	47	48·4	Excellent	Very satisfactory	Very good	0	11	
Dalby (Girls and Infants)	IV.	1,000	1,376	91	80	62·5	69·4	37	41·1	Very good	Satisfactory	Very fair	0	10	
Glencoe	IV.	520	416	54	47	46·4	85·8	44	81·4	Excellent	Very good	Very good	8	14	
Gowrie Creek	IV.	825	650	61	31	40·6	64·4	31	49·2	Very good	Satisfactory	Very good	0	6	
Gowrie Junction	IV.	878	191	79	54	58·7	68·2	45	52·3	Excellent	Very satisfactory	Very good	1	5	
Gowrie Little Plain	III.	594	594	53	32	37·8	71·3	28	52·8	Excellent	Very satisfactory	Good	2	8	
Gowrie Road	IV.	1,028	633	57	40	44·3	75·1	36	61·0	Very good	Satisfactory	Very fair	0	4	
Jondaryan	V.	480	480	81	60	60·6	73·0	45	55·5	Very good	Satisfactory	Good	0	6	
Maids Hill	IV.	363	385	20	13	13·1	56·9	2	8·6	Very good	Fairly satisfactory	Very fair	0	0	
Miles	V.	600	480	74	67	57·7	79·0	40	67·1	Very good	Very satisfactory	Good	0	2	
Mitchell	V.	1,020	960	144	116	102·5	71·1	75	52·0	Excellent	Very satisfactory	Very good	0	10	
Morven	III.	566	226	50	37	38·4	85·5	37	82·2	Very good	Very satisfactory	Very good	0	0	
Oakey Creek	IV.	720	210	38	21	28·7	70·0	14	34·1	Very good	Very much improved	Very good	0	4	
Roma	V.	1,900	1,401	278	243	211·8	70·6	147	49·0	Very good	Very satisfactory	Good	*	27	
St. George	V.	960	624	138	125	117·5	79·3	93	62·8	Very good	Very satisfactory	Good	14	20	
Surat	V.	800	700	86	64	70·5	70·5	55	60·4	Excellent	Very satisfactory	Good	0	9	
Tambo	IV.	540	1,000	76	68	67·0	72·8	50	54·4	Moderately fair	Satisfactory	Very fair	0	17	
Taroom	IV.	480	390	56	55	44·9	85·2	42	79·3	Very good	Very satisfactory	Very good	2	3	
Toowoomba East	IV.	3,100	2,016	410	322	307·0	74·0	188	45·5	Very good	Very satisfactory	Very good	*	6	
Toowoomba Middle Ridge	V.	1,800	1,280	183	164	142·0	73·5	105	54·4	Excellent	Good	Very good	12	24	
Toowoomba North (Boys)	V.	1,776	400	215	179	151·6	70·1	86	39·0	Excellent	Very satisfactory	Very good	*	19	
Toowoomba North (Girls and Infants)	V.	2,496	912	343	316	259·2	65·0	132	34·6	Excellent	Very satisfactory	Very good	*	45	
Toowoomba South (Boys)	V.	2,616	1,328	144	102	115·5	77·5	104	69·7	Very Good	Much improved	Very good	*	16	
Toowoomba South (Girls)	V.	1,523	71	151	127	95·0	68·3	79	57·0	Excellent	Very satisfactory	Very good	*	17	
Toowoomba South (Infants)	I.	1,520		161	164	131·0	65·8	57	28·6	Excellent	Very satisfactory	Very good	*	19	
Warra	IV.	558	434	49	40	36·9	78·5	27	57·4	Good	Fair	Moderately fair	0	2	
Yeulba	IV.	828	736	100	88	83·3	74·3	58	51·7	Very fair	Fairly satisfactory	Very fair	0	16	

\* Not known.

Table G—continued.  
SCHOOLS IN ALPHABETICAL ORDER—continued.

Schools.	Highest Class.	Accommodation in square feet.		Attendance.						Discipline.	General Condition.	Progress.	Children between the ages of 5 and 13, within 2 miles, who do not		
		Inside Floors.	Verandah Floors.	On Roll at Date of Inspection.	Examined.	Average for Quarter preceding Inspection.		Attended 4 days out of 5.					Attend any School.	Attend at least 60 days in each half-year	
						Number of Pupils.	Percentage of Enrolment.	Number of Pupils.	Percentage of Enrolment.						
PROVISIONAL SCHOOLS.															
Adavale ... ..	II.	300	150	16	15	11.2	76.2	7	43.7	Excellent	Very satisfactory	Very good	4	1	
Angathella ... ..	IV.	432	192	44	41	35.6	80.9	38	86.3	Very good	Moderately fair	Fair	0	0	
Black Gully ... ..	Removed to Yamsion.—See below.														
Blackland ... ..	Not inspected.														
Bollon ... ..	IV.	360	144	29	24	22.8	81.3	16	57.1	Very good	Fairly satisfactory	Fair	0	3	
Bungeworgorai ... ..	Closed.														
Bunya Sawmills ... ..	III.	206	84	18	18	17.4	83.4	19	90.4	Very good	Satisfactory	Very fair	0	0	
East Prairies ... ..	IV.	252	168	19	15	17.7	88.5	18	85.0	Good	Satisfactory	Good	0	0	
Eulo ... ..	II.	304	336	18	17	8.7	66.9	7	53.8	Good	Moderately fair	Fair	0	1	
Euthella ... ..	IV.	432	...	20	24	14.2	43.0	3	9.0	Very fair	Moderate	Slow	0	17	
Hodgson ... ..	III.	406	416	35	32	25.0	71.4	23	69.6	Very good	Satisfactory	Good	0	3	
Irringdale ... ..	IV.	252	147	15	12	11.3	70.6	6	37.5	Very good	Satisfactory	Good	4	5	
Jimbour ... ..	IV.	700	...	15	14	14.7	73.5	14	70.0	Very good	Moderately fair	Slow	0	0	
Jondowai ... ..	IV.	364	182	35	32	31.5	90.0	34	97.1	Very good	Very satisfactory	Good	0	0	
Lagoon Creek ... ..	V.	336	168	22	17	15.4	64.1	0	0.0	Good	Moderately fair	Fair	2	12	
Milo ... ..	IV.	306	144	15	12	14.6	73.0	14	70.0	Very good	Fairly satisfactory	Rather slow	0	0	
Mocattys's Corner ... ..	II.	440	160	22	20	14.3	68.5	15	71.4	Good	Satisfactory	Good	0	2	
Muckadilla ... ..	IV.	315	189	23	18	13.8	68.5	8	38.0	Good	Moderately fair	Some	0	4	
Nellybri ... ..	Not inspected.														
Range's Bridge ... ..	Closed.														
Rosale Plains ... ..	IV.	264	132	24	23	20.1	68.9	15	51.7	Good	Fair	Fair	0	1	
St. Ruth ... ..	IV.	192	112	17	16	14.8	82.0	9	50.0	Very good	Satisfactory	Fair	0	0	
Thargomindah ... ..	III.	468	...	47	35	34.3	74.5	28	60.8	Weak	Not satisfactory	Slow	6	14	
Tipton ... ..	IV.	280	...	16	15	12.0	75.0	8	50.0	Very good	Very satisfactory	Very good	0	5	
West Prairies ... ..	IV.	252	174	16	13	13.4	78.8	11	64.7	Very good	Satisfactory	Very fair	2	2	
Windorah ... ..	III.	394	147	9	8	11.2	86.1	10	76.9	Weak	Not satisfactory	None	9	10	
Yamsion ... ..	III.	410	170	16	12	13.3	78.2	11	64.7	Very good	Very satisfactory	Good	0	2	

The following schools deserve special mention for thoroughness of work, sound progress, excellent management, and general efficiency :—Glencoe, 80.4 ; Dalby (boys), 71 ; Gowrie Little Plain, 73.8 ; East Toowoomba, 72.4 ; Gowrie Creek, 70.8 ; North Toowoomba (boys), 70.3 ; Surat, 69.8 ; South Toowoomba (girls), 69.2 ; South Toowoomba (infants), 72 ; Middle Ridge, 68.7 ; and Gowrie Junction, 68.9.

I have, &c.,  
J. KILHAM,  
District Inspector.

The Under Secretary, Department of Public Instruction.



## METROPOLITAN DISTRICT, NORTH-EAST DIVISION.

## REPORT OF MR. DISTRICT INSPECTOR CAINE.

South Brisbane, January, 1892.

SIR,—I have the honour to submit my General Report for the year 1891.

## DISTRICT.

My district last year was the same as in the preceding year. It was the Metropolitan District, North-east Division, and it included all the large State schools in North Brisbane and in the northern and north-eastern suburbs, the southern boundary being the Brisbane River, and the eastern, northern, and western limits being the schools at Eagle Farm, Sandgate, and Ithaca Creek.

The first few weeks of the year were spent, as in previous years, in valuing papers written at the last general examination of teachers and others, and in preparing my general report for the preceding year.

In accordance with the provisions of the Civil Service Regulations, I applied for extended leave of absence, and six months were granted me. I took, however, only four months' leave, and returned to my work on Saturday, the 13th June. Thus the work of inspecting and reporting did not begin until the 15th June, nearly three months later than in the previous year, and all the schools, classes, &c., of this district could not therefore have been inspected before the close of the year without assistance, which assistance, however, was given me. The time occupied in inspecting during the past year being much less than usual, it will not be necessary in this report to enter into as many details as on previous occasions. Indeed, a great deal of what was said in my report for 1890 would be equally correct if said of the district in 1891.

The work of inspecting began, as has been said, on the 15th June, and, with few interruptions, continued till the schools closed for the Christmas holidays. During this time, in addition to the ordinary inspecting of schools, several gymnastic classes and a drawing class were inspected, one complaint regarding school matters was investigated, and the application for the establishment of a school at Eagle Farm was reported on. The week after the close of the schools for the Christmas vacation was occupied in supervising the general examination of teachers and others at the Brisbane Central Boys' School, and the remaining few days of the year were occupied in reporting and in valuing examination papers.

The schools, &c., in operation in this district during the year were:—

State Schools for Boys only...	...	...	...	...	...	...	...	5
" " " Girls only...	...	...	...	...	...	...	...	3
" " " Infants only...	...	...	...	...	...	...	...	3
" " " Girls and Infants only...	...	...	...	...	...	...	...	2
" " " Boys, Girls, and Infants...	...	...	...	...	...	...	...	8

The Saturday Drawing Class at the Central Boys' School.

Five gymnastic classes at Brisbane State Schools.

One private school, near Brisbane.

There are no Provisional schools in this district. The attendance at many of the State schools is very large.

Owing to the time at my disposal after my long holiday last year being too short to complete the work of the district, Mr. Platt came to my assistance, and inspected 5 large schools—Brisbane Central (boys and girls), Fortitude Valley (boys and girls), and Bowen Bridge Road.

I inspected the remaining schools and classes, and examined in class teaching, &c., all the pupil-teachers, teachers, &c., in the district, who were candidates for promotion, 48 in all. Indeed, owing to this assistance, I was also able to make a "second inspection" of the following 13 schools:—Fortitude Valley (infants), Leichhardt Street (infants), Petrie Terrace (girls and infants), Leichhardt Street (girls), Breakfast Creek, Kelvin Grove Road (boys), Kelvin Grove Road (girls and infants), Petrie Terrace (boys), Ithaca Creek, Fortitude Valley (boys), Bowen Bridge Road, German Station, Sandgate.

It is many years since I have had time to pay a school a second visit of inspection during the year. The work of examining the pupils, and gauging the proficiency and progress of the pupils, occupies so much of the time which can be devoted to a first inspection that there is very little left for observing the discipline, methods of instruction, and general working of the school. Second inspections provide opportunities for carefully attending to these matters, and often during the past year I have been forcibly reminded of their value.

Additions were made at the beginning of the year to the Kelvin Grove Road (girls and infants) School. A teacher's room and another schoolroom were provided. This is the only addition I have to report in the schools which I have inspected. No new school has been established in this district during the past year.

An application has been made for the establishment of another school at Eagle Farm.

In this district there is only one non-departmental school—the private school mentioned in the list above.

The remarks which follow refer to the condition of the State schools in my district which I have inspected during the year.

## MATERIAL ORGANIZATION.

**BUILDINGS.**—The school buildings are generally in a good state of repair, and are fairly suitable for their purpose. I observed that some of the newer rooms are draughty in winter. In summer this was, of course, not noticed, but in winter it is not agreeable. A good principle to keep in view in school building is to have no openings but those that can be closed by windows or doors.

In our schools, windows are plentiful, and, of course, in our climate they are open nearly always. But it is pleasant and good, when a cold westerly wind is blowing, to get our ventilation from the direction and to the extent we see fit. In this respect, however, as well as in others, improvement has taken place of late years in the building of our schools.

SCHOOL



**SCHOOL ACCOMMODATION.**—The school accommodation is sufficient in the majority of schools inspected this year. At the following schools it was more or less insufficient:—Bowen Bridge Road, Brisbane Central (infants), Fortitude Valley (boys), Ithaca Creek, German Station.

**FURNITURE, &c.**—The supply of furniture, apparatus, and material for teaching was, on the whole, sufficient.

**GROUNDS.**—As I said in my last annual report, the grounds of the suburban schools are generally large and suitable, except those at Breakfast Creek and Bowen Bridge Road, and the playgrounds of some of the large town schools are small considering the number of children in attendance.

It is pleasing to report that the movement in favour of planting trees and flowers in the school grounds has not lost any of its vitality. Wherever there is a suitable place and sufficient room, additional planting should be done each year; but it is very necessary that the trees, shrubs, and flowers already planted should be tended and protected. In some few instances the plants have not been fenced, and they have been destroyed by goats, or the soil has been poor and ill-prepared and they have withered away. Unless the work or cost of thoroughly preparing and fencing the ground can be undertaken, no planting should be done. In many instances, however, the trees are growing well, and before many years the school grounds will present a much improved appearance.

In front of the Leichhardt Street Schools and of the Fortitude Valley Boys' School, tastefully laid out flower gardens have been planted, and their appearance and condition are creditable to the teachers.

The trees at the Kelvin Grove Road Boys' School have been well cared for by the head teacher and are growing well; there are flowers and shrubs in front of the Ithaca Creek School; and at the new school for boys at Petrie terrace, where the grounds have only lately been fenced, trees have already been planted.

**SHEDS.**—Sheds or play-rooms providing similar accommodation have been provided at every school inspected except three—Brisbane Central (infants), Breakfast Creek, and Stafford.

As I reported last year, sheds, fitted up with the necessary apparatus for gymnastic purposes, have been provided at the following large schools:—Bowen Bridge Road, Brisbane Central (boys), Fortitude Valley (boys), Kelvin Grove Road (boys), and Leichhardt Street (boys). And the senior classes at these schools receive regular instruction in gymnastics.

**FENCES.**—All the schools have been fenced; and the fences are in a fair state of repair.

**WATER SUPPLY.**—The schools are well supplied with water.

**REQUIREMENTS.**—All minor requirements and repairs, urgently needed, have been reported, and they have, no doubt, been attended to.

#### INTERNAL ORGANIZATION.

**STAFFS.**—Tables A and B show that in the 16 State schools inspected in detail the total number of teachers of all classes, who were employed at the time of inspection, was 118.

Of these, 16 were head teachers—10 males and 6 females. Fourteen were male assistants and 58 were female assistants; 5 were male pupil-teachers and 25 were female pupil-teachers.

Of the assistant teachers and also of the pupil-teachers, the number of females largely exceeds the number of males. The infant classes are generally taught by females; they are taught by females not only in the schools for girls and infants and for infants only but also in the schools for boys.

The average attendance of pupils for the quarter preceding inspection was 3,710·8, and, as the number of teachers was 118, the average attendance per teacher was 31·4. As I have pointed out before the real average is more than this. And the number present and in charge of one teacher is often considerably more.

These tables also give particulars regarding the classification of the teachers. All the head teachers were classified. No male head teacher held a lower classification than that of the Second Class, and 3 of them were in the First Class.

Of the male assistant teachers, all were classified, but the great majority were in the Third Class; and, of the female assistants, all except 3 were classified, but of the whole number classified, namely 55, 54 were in the Third Class.

It is satisfactory to see that the number of teachers of the Third Class, who are attending the annual examinations with a view to promotion, is larger than formerly. At the close of last year 7 Third Class teachers in my district were candidates for the Second Class.

There were only 5 male pupil-teachers. At 5 schools there was no pupil-teacher employed. There was only one pupil-teacher of the First or lowest class.

**PROFESSIONAL CAPACITY.**—The head teachers are well qualified for their work by ability, training, and experience, and the great majority have produced results in their schools which show that they have energetically and conscientiously applied the skill they possess in the teaching and management of their schools. In very few instances have the discipline, organization, and attainments been less satisfactory than might reasonably have been expected.

The assistants are, as a rule, very fairly qualified for their work; they are industrious, and they generally assist loyally in trying to promote the welfare of their schools. Although the head teachers may not always express a favourable opinion of the disciplinary power or skill of all their assistants, they seldom express themselves otherwise than in favourable terms of the manner in which they endeavour to discharge their duties.

The pupil-teachers are fairly promising. They vary, of course, a good deal in natural ability, and some receive a much more careful and efficient training than others. At some schools last year the pupil-teachers obtained low marks for their teaching, drill, and reading, the result of want of the necessary teaching and training in these subjects by their head teachers. At others the pupil-teachers so acquitted themselves that it was evident that this part of their training had received careful attention. The best results were obtained by the pupil-teachers at the following schools:—Kelvin Grove Road (girls and infants), Brisbane Central (infants), German Station, and Fortitude Valley (boys).

The

The following weak points in the training of some pupil-teachers have been noticed:—

- (1.) Insufficient practice in class teaching (by the aid of criticism lessons given throughout the year);
- (2.) Too little practice in drilling the highest classes by candidates for classification; and
- (3.) Inability to read with good expression.

Table A.  
TEACHERS IN STATE SCHOOLS.

Status.	Males.		Females.	
	Head Teachers.	Assistant Teachers.	Head Teachers.	Assistant Teachers.
Class I. ... ..	3	1	0	0
Class II. ... ..	7	1	3	1
Class III. ... ..	0	12	3	54
Unclassified ... ..	0	0	0	3

Table B.  
PUPIL-TEACHERS IN STATE SCHOOLS.

Status.	Males.	Females.
Fourth Class ... ..	1	14
Third Class ... ..	3	4
Second Class ... ..	1	6
First Class ... ..	0	1
On Probation ... ..	0	0

PUPILS.—*Attendance.*—By referring to Table D it will be seen that the number of pupils on roll at the end of the quarter preceding inspection was 5,332. During the same quarter the average attendance was 3,710·8, and the attendance 4 days out of 5 was 2,554.

If the number of children who have attended at least four-fifths of their time (2,554), rather than the average attendance (3,710·8), be compared with the number enrolled (5,332), much more correct and definite information regarding the *regularity of attendance* will be obtained.

A child who has not attended 4 days out of 5 (who has been absent more than one day in the week) must certainly be considered as attending *irregularly*. Only 2,554 out of 5,332 attended at least 4 days out of 5; and, therefore, 2,778 children or more than half the number on roll attended *irregularly*.

If the details of attendance at each of the schools as given in Table G be referred to, the result is about the same and equally unsatisfactory. At 9 schools out of 16 the attendance was quite irregular; for at each not half the children on roll attended from 4 to 5 days a week, and at some others it was little better. The last two columns of Table G are intended to show how many children between the ages of five and thirteen within 2 miles (1) who do not attend any school and (2) who do not attend at least 60 days in each half year. Information under the first head can rarely be given by teachers in and around Brisbane, and under the second head, the number given who do not attend at least 60 days in each half year, is generally the number *on roll only* and not the number within 2 miles.

If this were a farming or a manufacturing district where the labour of children was in great demand, the reason of this state of things would be more apparent. As it is, the only conclusion that can be come to is that it is the result of apathy and neglect on the part of many parents. They evidently think, if they reflect at all, that if their children attend 2 or 3 days a week they will learn pretty well; whereas, by such attendance, they learn little or nothing, and, besides, they retard the progress of their class mates.

But the introduction of compulsion needs much consideration, for the experience of New South Wales seems to show that a system that is not strict and even drastic in its operation will be of little benefit.

CLASSIFICATION.—Table E gives the following particulars regarding each class of pupils:—The number on roll and the percentage of enrolment; the number examined; the average age of pupils on roll; and the average proficiency in all subjects expressed as a percentage.

It may be noticed that the percentage of pupils on the rolls of the higher classes is lower and in the first class higher than in the preceding year. This is accounted for by the fact that of the 5 schools which, as I have previously said, were not inspected in detail by me last year, 4 were schools for boys or for girls, and therefore contained a large proportion of children in the higher classes. If allowance be made for this, the percentage of enrolment in each class is not unsatisfactory.

The average age of each class is low; and of the fourth class it is very low, being only 12·8.

It will be useful for purposes of comparison to give the percentage of pupils in the fifth, fourth, and first classes of each school, grouping schools of the same kind. In these details the fifth class percentage is given first, the fourth class next, and the first class last. Immediately after the percentage in each of these classes the average age of the class is added in brackets.

Schools for boys only:—

Kelvin Grove Road (boys): 4 [14]; 9·1 [13·6]; 20·1 [9·1].

Leichhardt Street (boys): 5·3 [13·4]; 20·2 [12·6]; 14·2 [9].

Petrie Terrace (boys): 0 [ ]; 11·2 [13]; 18·4 [8·9].

Schools for girls only (only one was inspected):—

Leichhardt Street (girls): 7 [14·2]; 24·5 [13·2]; 0 [ ].

Schools for girls and infants:—

Kelvin Grove Road (girls and infants): 1·6 [14·2]; 5· [12·4]; 54·2 [6·5].

Petrie Terrace (girls and infants): 1· [15·3]; 4·6 [13·2]; 60·4 [6·7].



Mixed schools (schools for boys, girls, and infants) :—

Breakfast Creek: 1·9 [14·5]; 8·2 [13·1]; 45·5 [7·1].  
Ithaca Creek: 0 [ ]; 9·6 [12·2]; 56·9 [6·6].  
Eagle Farm: 0 [ ]; 9·5 [13·8]; 49·3 [7·2].  
Enoggera: 0 [ ]; 12·3 [12·5]; 48·5 [6·5].  
German Station: 2·3 [14·8]; 12·5 [12·5]; 38·5 [6·7].  
Sandgate: 2·7 [13·7]; 6·7 [12·6]; 35·9 [7].  
Stafford: 0 [ ]; 11·5 [12·1]; 46·9 [6·6].

In the infant schools all of the children are, of course, in the first class. It might be useful, however, to give the percentage of pupils and the average age in division III (the highest division) of each of the infant schools. This is done, the average age being in brackets :

Brisbane Central (infant): 26·9 [7·9].  
Fortitude Valley (infant): 15·5 [8·2].  
Leichhardt Street (infant): 15·6 [7·6].

As a rule the children are classed according to their attainments and according to the course of instruction laid down in the Regulations. But the classification is not always correct or judicious. I met with a fifth class last year of which every child should have been in the fourth class. Parents are dissatisfied if their children are not promoted quickly to the fifth class, and teachers in suburban schools, fearing that their pupils may be withdrawn and sent to some town school where there is a fifth class, promote them even when they are not fit. In another school I found a third class doing fourth class work, and an upper second class doing third class work. I have often complained of the large number of drafts which are frequently found in a Provisional school; and it might reasonably be expected that this mistake would not be made in the State schools of this district; but it was made in several last year. In one school there were 3 drafts in the third class, and all the drafts could have been taught by one teacher; and in another there were 4 drafts in the upper second when two would have sufficed, and three in the third class when one would have done. If the new course of instruction is to be taught efficiently, teachers must avoid minute subdivision of classes and the waste of teaching power which is the result.

*Proficiency.*—Table E shows that the fifth class results were the highest and the fourth class the lowest.

The following schools, in the order in which they are mentioned, obtained the highest percentages in the classes named :—

In the fifth class: Kelvin Grove Road (girls and infants), 66·4; Breakfast Creek, 66; Leichhardt Street (boys), 64·5.

In the fourth class: Kelvin Grove Road (girls and infants), 64·2; Petrie Terrace (girls and infants), 63·2; Enoggera, 62·5.

In the first class: Brisbane Central (infants), 69·7; Fortitude Valley (infants), 69·6; Leichhardt Street (infants), 67·3.

The first or lowest class course was taught in every school inspected except one, a girls' school; and the infant schools, as might be expected (it is a speciality in them) got the highest marks for it.

On the whole, the proficiency was very fair.

Table D.  
ATTENDANCE OF PUPILS.

	State Schools.		
	Boys.	Girls.	Total.
On roll at end of quarter preceding inspection ... ..	2,691	2,641	5,332
Average attendance during quarter preceding inspection ... ..	1,892·5	1,818·8	3,710·8
Attendance four days out of five in quarter preceding inspection ...	1,356	1,198	2,554
On roll at date of inspection ... ..	2,489	2,636	5,125
Examined ... ..	2,152	2,171	4,323

Table E.  
CLASSIFICATION OF PUPILS.

Class.	On Roll at Date of Inspection.		Percentage of Enrolment.	Examined.		Average Age of Pupils on Roll at Date of Inspection.	Average Proficiency in all Subjects expressed as a Percentage.
	Boys.	Girls.		Boys.	Girls.		
Fifth ... ..	27	42	1·3	25	39	14·2	63·3
Fourth ... ..	186	195	7·4	163	167	12·8	59·8
Third ... ..	280	319	11·6	251	288	11·5	62·3
Second ... ..	502	560	20·7	540	473	9·7	60·8
First ... ..	1,494	1,520	58·8	1,173	1,204	7·1	63·2
Total ... ..	2,489	2,636	...	2,152	2,171	...	...

*DISCIPLINE.*—The order and discipline were satisfactory and even improved since the previous year.

Having made several second inspections last year, I had better opportunities than usual for judging of all the matters which come under the head of the term *discipline*. As a rule the children were quiet, attentive, and interested in their work; the class movements were regular and precise; and the children were assembled and dismissed in an orderly manner.

The



The discipline in no school was below *fair*; in 6 schools it was *good*; and in 5 other schools it was *very good*. In 4 schools it had much improved since the previous year.

As a rule I found that time-tables had been prepared and were observed. The work going on in some drafts, however, did not correspond with that set out in the time-tables.

The school registers were found to be generally complete, correct, and neat. At 2 schools they were not complete, and at 2 schools they could not be described as neat.

**INSTRUCTION.**—The reading is generally fluent, deliberate, and distinct; and often in the upper classes it is fairly expressive. Of course, nothing less than this can be expected when all the reading examined has been prepared previously. Reading at sight, intelligibly and intelligently, is after all what should be aimed at; and this could be attained quickly and easily, if children would supplement their reading lessons in school by reading interesting books at home. The introduction of the new reading books should be helpful, and should give the reading lesson fresh interest.

In connection with this subject, it is pleasing to report that a library was established last year at the Breakfast Creek school and that there are now libraries at three schools in this district: Breakfast Creek, Kelvin Grove Road (boys), and Leichhardt Street (boys). I shall be glad to add to this list on future occasions.

The writing on slates and in copybooks continues to be well taught in the great majority of schools. The Federal copybooks are being used largely and with marked success. For painstaking, good writing, and clean copybooks, the boys' schools at Kelvin Grove Road and Fortitude Valley (this at a "second" inspection) deserve much credit.

On several occasions this year children have been noticed holding their pens amiss. Another defect, sometimes seen in the writing lesson, is the want of thorough and frequent supervision of the writing, line by line, as it is being done.

Arithmetic is taught satisfactorily in the lower drafts and pretty fairly in the higher. In view of the increased requirements in this subject by the new Regulations, more time, and, in some schools, more attention must be given to this subject, if the results of examination are to be satisfactory. The arithmetic of the fourth class was, on the whole, weak last year, but several fifth classes showed that they had a fair knowledge of the subject.

Arithmetic is a large subject, and children of the age of our fifth and fourth classes must work hard to excel in it. But it is an important subject: its practical value to a business man is very great; and it has a special value, as "the mathematics of the elementary school," in developing and strengthening the reasoning powers.

Descriptive geography is taught fairly well. As it demands so great an exercise of the memory, the work gone over should be frequently and thoroughly tested by much questioning. I have found that the geography of a continent which has been learnt since the previous inspection was, through the want of revision, quite forgotten. I should like to see special attention given to learning the geography of towns. Physical geography is not taught as intelligently as it might be. Young teachers state facts and neglect to state the *principles* with which they are connected. For instance, children are told that the reason it is hotter in the tropics than to the north or south of them is that the sun is more overhead, and that the reason it is colder on the tops of mountains than it is on low ground is that it is cooler at a greater elevation; and no further explanation is given. "The general geography lesson of the elementary school deals essentially with facts. Physical geography is really a separate science, admitting to a large extent of scientific treatment in school."

Grammar is receiving a fair share of attention with corresponding results. In some instances the intelligent grasp of the subject which the children displayed was very pleasing. I should like to see more attention given to the application of the rules of syntax to the correction and amendment of faulty sentences. Under the new Regulations special attention must be given in the higher classes to this branch of grammar.

The drawing classes for pupil-teachers and assistant teachers which meet at the Boys' Central School are making fair progress. It is to be regretted that the services of these teachers are not availed of for giving instruction in drawing in their respective schools.

The relative proficiency in the subjects of instruction may be seen by referring to Table F.

Table F.  
AVERAGE PROFICIENCY IN SUBJECTS OF INSTRUCTION.

Subject.	Average Proficiency, as a Percentage.	Subject.	Average Proficiency, as a Percentage.
	State Schools.		State Schools.
Reading ... ..	62.6	Grammar ... ..	56.2
Object Lessons ... ..	58.1	Derivation ... ..	57.9
Temperance Lessons ... ..	52.9	Composition ... ..	54.8
Writing ... ..	68.4	History ... ..	52.3
Arithmetic ... ..	58.9	Mechanics ... ..	40.0
Drill and Gymnastics ... ..	62.9	Domestic Economy ... ..	53.8
Vocal Music ... ..	65.9	Needlework ... ..	68.2
Geography ... ..	57.1	Home Exercises ... ..	66.6

Table G supplies information respecting each school, the most important being under the heads of *Discipline*, *Progress*, and *General Condition*.

Steady progress has been made during the year; in some schools not as great as could have been wished, but in others very considerable; and the general condition of the schools in regard to organization, discipline, and attainments may be described as satisfactory.

TABLE

Table G.  
SCHOOLS IN ALPHABETICAL ORDER.

Schools.	Highest Class.	Accommodation in square feet.		On Roll at Date of Inspection.	Attendance.					Discipline.	General Condition.	Progress.	Children between the ages of 5 and 13, within 1 mile, who do not	
		Inside Floors.	Verandah Floors.		Examined.	Average for Quarter preceding Inspection.		Attended 4 days out of 5.					Attend any School.	Attend at least 80 days in each half-year.
						Number of Pupils.	Percentage of Enrolment.	Number of Pupils.	Percentage of Enrolment.					
STATE SCHOOLS.														
Bowen Bridge Road* ...	V.	3,450	1,707	303	266	231	67.1	163	47.3	Very fair and improved	Very fair ...	Satisfactory ...	†	46
Breakfast Creek ...														
Brisbane, Central (Boys)*														
Brisbane, Central (Girls)*	I.	2,535	943½	491	371	315.6	68.9	248	54.3	Very good ...	Very satisfactory ...	Very good ...	†	36
Brisbane, Central (Infants)														
Eagle Farm ...	IV.	1,600	1,120	148	120	99	68.7	66	45.8	Fair and improved	Uneven, and on the whole fair	Fair ...	†	14
Enoggera ...	IV.	1,600	800	105	98	81.1	69.9	61.0	52.5	Very good ...	Quite satisfactory ...	Good ...	†	1
Fortitude Valley (Boys)*														
Fortitude Valley (Girls)*	I.	3,600	525	670	513	412.1	64.3	231	39.0	Good ...	Very fair ...	Very fair, but uneven	†	106
Fortitude Valley (Infants)														
German Station ...	V.	1,684	1,110	342	300	224.5	70.0	137	42.8	Good ...	Satisfactory ...	Very fair ...	†	15
Ithaca Creek ...	IV.	2,000	1,200	351	280	243.1	63.1	109	28.3	Very fair ...	Fair ...	Fair ...	†	79
Kelvin Grove Road (Boys)	V.	1,825	1,045	208	187	173.1	73.3	125	52.9	Good and improved	Satisfactory ...	Made generally sound progress in most subjects	†	19
Kelvin Grove Road (Girls and Infants)	V.	3,375	1,848	420	349	341	71.0	208	43.0	Very good ...	Very fair ...	Very fair ...	†	25
Leichhardt Street (Boys)	V.	2,500	544	281	250	224.7	71.5	202	64.3	In most drafts good	Satisfactory ...	On the whole, good ...	†	11
Leichhardt Street (Girls)	V.	2,487½	744	257	247	206.4	77.8	136	51.3	Very good ...	Satisfactory ...	Considerable, but uneven	†	27
Leichhardt Street (Infants)	I.	2,880	2,021	359	307	256.2	68.6	207	55	Satisfactory ...	Satisfactory ...	Satisfactory ...	†	26
Petrie Terrace (Boys) ...	IV.	3,000	1,300	260	221	196.3	70.3	134	48	Fair ...	Fair ...	Fair ...	†	4
Petrie Terrace (Girls and Infants)	V.	4,065	910	558	438	373.7	73.8	293	59.9	Very good ...	Very fair ...	Fair ...	†	29
Sandgate ...	V.	2,395	1,307.5	295	232	217.9	70.0	147	47.2	Good ...	Very fairly satisfactory	Fair, but uneven	†	40
Stafford ...	IV.	1,053	406	147	144	115.1	70.0	81	49.3	Very fair ...	Moderately fair ...	Pretty fair only ...	†	26

\* These schools were inspected by Mr. Platt.

† None

‡ Not known.

The old curriculum (Schedule V.) is numbered with the things of the past. Although not perfect, it has served its purpose well. Generally faithfully observed, it has been most helpful in providing sound and good instruction for hundreds of children. It is now our duty to carry out the provisions of the new course of instruction; and I am sure that the teachers of this district will loyally and industriously do their best to make it even more successful than its predecessor.

The "lessons on conduct and manners" in the new course will be welcomed by all who have the real welfare of the children at heart. They can hardly fail to benefit the present and future character and conduct of the pupils.

I have, &c.,

J. J. CAINE.

The Under Secretary, Department of Public Instruction, Brisbane.



## METROPOLITAN DISTRICT, SOUTH-WEST DIVISION.

## REPORT OF MR. DISTRICT INSPECTOR MACGROARTY.

South Brisbane, February, 1892.

SIR,—I have the honour to submit to you my General Report for the year 1891.

## DISTRICT.

The Metropolitan District, South-West Division, was in my charge during the year, most of the schools in it being either city or suburban.

SCHOOLS.—The number of schools under my supervision was 57, and they may be classed thus:—

State schools for Girls only	...	...	...	...	...	2
" " Boys only	...	...	...	...	...	4
" " Infants only	...	...	...	...	...	2
" " Girls and Infants	...	...	...	...	...	2
" " Boys, Girls, and Infants	...	...	...	...	...	20
Provisional schools	...	...	...	...	...	11
Roman Catholic schools	...	...	...	...	...	14
Private schools (Bowen House and South Brisbane College)...	...	...	...	...	...	2
Total	...	...	...	...	...	57

About the middle of the year the South Brisbane College was closed, so that the schools on my list at the end of the year numbered 56.

INSPECTION, OTHER DEPARTMENTAL DUTIES, HOLIDAYS.—Except a week spent in examining the schools connected with the Nudgee Roman Catholic Orphanage, two months and a-half at the beginning of the year were devoted to valuing examination papers and writing my Annual Report. The work of inspection was resumed on the 19th March, and from that date till the schools were closed for the summer holidays, my whole time, except four days spent in drafting examination papers and three weeks' leave of absence, was occupied in inspecting, reporting, and travelling. Conducting the annual examination at the Brisbane Central (girls') and valuing Grammar School scholarship papers brought the year's labour to a close.

## MATERIAL ORGANIZATION.

Early in the year the Provisional school at Thompson Estate was superseded by a State school, and even at its opening the accommodation was found to be insufficient for the numbers in attendance, and additional class-rooms are much needed. The *inside* floor space is now 2,310 square feet, and the enrolment at *first* inspection was 556, and at *second* 569 pupils, of whom 502 and 518 were respectively in attendance. At the time of *second* inspection, 24th November, large additions to the Milton State School were nearing completion—one room 60 feet by 23 feet, and one 27½ feet by 23 feet—so that the 400 pupils usually in attendance here will in future be fairly accommodated; the number of children examined at *first* inspection was 504, and the number present at *second* was 432. For the pupils attending the Dunellan Provisional School a building larger than the one in use last year has been provided, and it is proposed to establish a State school in this suburb with as little delay as possible; indeed, in all essentials the school is now conducted on the lines of a State school.

The wishes of the Minister to make our second Arbor Day a success were cordially supported by pupils, teachers, parents, and members of school committees, and large additions were made to the results of the previous year both in the planting of shade trees and in preparing plots for the cultivation of flowers. Apart from the advantages sure to result from the planting of suitable shade trees in our school reserves to the public in general, the sense of responsibility devolving upon the pupils themselves to protect and look after the trees in the early stages of their growth, and the taste for the beautiful in nature acquired by them in the cultivation of flowers—"Stars of the earth"—are benefits which it would be difficult to overestimate. In this connection Mr. Bole, A.M., in a recent school report writes:—"The grounds about the school are tastefully laid out with a number of flower-beds, all kept in order by the pupils. They have a floral society with a committee of twenty boys of their own number, selected by the pupils, and have a flower show in the school-room every year, at which prizes are given for the best plants and flowers. The entrance fee is one penny, and the subscription one penny (in some cases one half-penny) per month. This exhibition attracts a good deal of local interest, and an annual report is published. In the annual report for 1888, I find the following statement:—'We believe that many of the bad habits contracted by boys in the period between boyhood and manhood are owing chiefly to a want of something to interest and attract their attention, and we think that the possession and cultivation of fine flowers would be one way of aiding the prevention of such habits. To love flowers and study them in their growth, habits, and history have, in our opinion, a refining and elevating influence, tending to develop a fine taste and quicken the perception to a better appreciation of the beauty of form and colour.' I am satisfied that an influence for good has been in this way exercised over the pupils of this school." The formation of classes at the Botanical Gardens, under the able tuition of Mr. McMahon, is a step in the right direction, and will, I have no doubt, prove to be of untold advantage to those pupils who have been lucky enough to be selected for attendance at the school at Milton have set an example well worthy to be followed in starting the cultivation of a "kitchen garden" in a portion of the school grounds. Visits very promising results were quite plainly to be seen at Kangaroo Point, West End, Woolloongabba, Coorparoo, Bunya, Milton, Thompson Estate deserve special mention for the care bestowed on their school-grounds and gardens. Some clearing and stumping are required on the grounds of the Kangaroo Point (infants') are much in need of (boys'), and a dividing fence between the West End schools at



The furniture, apparatus, and materials for instruction are generally sufficient, and for the most part suitable. A cabinet to hold specimens and chemical apparatus used to illustrate object and other lessons has been provided at the Woolloongabba (boys') School, an example that might with advantage be followed by other schools. Additional accommodation is becoming somewhat urgent at Kangaroo Point and West End (infants'), Woolloongabba (girls' and infants'), Toowong, and Thompson Estate; but the operation of the new Regulations may remove the overcrowding at the 2 schools for infants but only to shift it to some of the schools for boys or girls. Verandahs and sheds are now much used for class purposes at these schools—an objectionable practice for more than one reason.

#### INTERNAL ORGANIZATION.

For all schools in the district the number of pupils in average attendance to each teacher was 30·7, in State schools 31·3, and in Provisional schools 24·0. Last year the number to each teacher was 27·1; so that the staffs have been gradually reduced. The teachers of all grades employed in the schools of this district numbered 163, and the following Tables, A, B, and C, show in detail their rank and classification:—

Table A.  
TEACHERS IN STATE SCHOOLS.

Status.	MALES.		FEMALES.	
	Head Teachers.	Assistant Teachers.	Head Teachers.	Assistant Teachers.
Class I. ... ..	5	0	0	0
Class II. ... ..	8	2	2	1
Class III. ... ..	8	14	5	68
Unclassified ... ..	2	0	0	2
Total ... ..	23	16	7	71

Table B.  
PUPIL-TEACHERS IN STATE SCHOOLS.

Status.	Males.	Females.
Fourth Class ... ..	2	9
Third Class ... ..	5	6
Second Class ... ..	4	5
First Class ... ..	1	2
On Probation ... ..	0	1
Total ... ..	12	23

Table C.  
TEACHERS IN PROVISIONAL SCHOOLS.

Sex.	Have passed no stated Examination.	Have passed the Examination for Admission as a Temporary Teacher under the Department.	Have held the rank of Classified Teachers under the Department.
Males ... ..	4	3	0
Females ... ..	3	0	1
Total ... ..	7	3	1

NOTE.—The two assistant teachers at Dunellan Provisional School are included in Table A.

As a rule the teachers of this district are well qualified for the discharge of their onerous and responsible duties, and are an exemplarily body of hard-working and faithful public servants. It is to be regretted, however, that there seems to be little inclination or ambition, especially among the female assistants, to better their position by qualifying themselves by examination for the higher grades of classification, which in future will be for many of them the chief avenue open to increased remuneration, "staff rank" being by the new Regulations within the reach of very few indeed. Of the 66 female and 14 male assistants who cannot be promoted into Second Class without examination, only 8 presented themselves for promotion at the end of last year—6 of the former and 2 of the latter—which is by no means a hopeful or satisfactory record. While the teachers are always ready to place their services at the disposal of their pupils, it seems a great pity that parents and guardians do not always co-operate with the teachers, and discharge their plain duty of sending their children regularly to school. There are in the district 3,715 pupils, out of an enrolment of 7,285, who attend school less than 4 days out of 5. In *quantity* the attendance was 68·7 per cent. of the enrolment, but in *quality* only 49 per cent.; even these figures are a decided improvement on last year's, when the percentages were respectively 62·6 and 33. In only 13 schools does the *quality* of the attendance exceed 50 per cent., ranging from 50·2 per cent. at Kangaroo Point (infants) to 76·9 per cent. at Humphreys, while in 28 others it falls below 50 per cent., varying from 25 per cent. at Samford to 49 per cent. at Bowfield. In this connection the percentage for each school is given in Table G. From these figures it is evident that the attendance, at least in its regularity, is not all that it ought to be; and if the benefits of our primary education are to reach the classes of children for whom it is intended, some other machinery than that now in use must be brought into play. A very able, zealous, popular, and efficient teacher is able, no doubt, to secure in a large degree the regular attendance of his pupils; but these attributes are not to be expected in all teachers, and so the necessity for adopting means outside the teacher's influence to secure regular attendance at school is becoming almost a necessity.

The

The classification of the pupils is generally pretty satisfactory, and the requirements of Schedule V. are kept steadily in view by the great majority of teachers. In some schools, however, especially in the Provisional schools, the tendency is to classify too minutely, and in a few instances it is to be feared that pupils are kept back with no higher motive than to score high marks at the examination.

Table D shows for State and Provisional schools the enrolment and average attendance for the quarter preceding inspection, the number of children that attended school 4 days out of 5, the enrolment at inspection, and the number of scholars that presented themselves for examination, the last being 83·2 per cent. of the enrolment, a regularity of attendance which it is to be regretted is not maintained throughout the year, but which is necessary if parents wish their children to reap the full benefits of the education placed at their disposal by the State.

Table D.  
ATTENDANCE OF PUPILS.

	State Schools.		Provisional Schools.		Total.		Grand Totals.
	Boys.	Girls.	Boys.	Girls.	Boys.	Girls.	
On roll end of quarter preceding inspection ...	3,486	3,309	252	238	3,738	3,547	7,285
Average attendance during quarter preceding inspection	2,457·2	2,234·1	160·8	150·9	2,618·0	2,385·0	5,003·0
Attended four days out of five in quarter preceding inspection	1,831	1,525	117	97	1,948	1,622	3,570
On roll at date of inspection ...	3,395	3,319	243	243	3,638	3,562	7,200
Examined ...	2,881	2,745	188	173	3,069	2,918	5,987

Table E gives a very fair idea of the proficiency of each class, and sets forth the number of pupils in each of the five classes, with the average ages of the pupils in each class, as well as the number examined in each class, State and Provisional schools being distinguished. It also shows the percentage of the enrolment in each of the five classes, and it will be noted that that of the *lowest* class is 44·7 per cent. of all the children on the roll, while that of the *highest* is 2·1 per cent. This is some improvement on last year's figures, when the *former* was 45·9 per cent. and the *latter* 0·9 per cent. For all schools in the district, then, the *average* proficiency has reached a standard in advance of fair, 64·5 per cent.—State schools 65·9 per cent., and Provisional schools 56·8 per cent.

Table E.  
CLASSIFICATION OF PUPILS.

Class.	On Roll at Date of Inspection.		Percentage of Enrolment.	Examined.		Average Age of Pupils on Roll at Date of Inspection.	Average Proficiency in all Subjects expressed as a Percentage.
	Boys.	Girls.		Boys.	Girls.		
STATE SCHOOLS.							
Fifth ... ..	81	67	2·2	81	60	13·9	72·3
Fourth ... ..	256	294	8·2	214	260	12·9	65·7
Third ... ..	474	548	15·2	415	476	11·6	63·8
Second ... ..	1,067	988	30·6	913	809	9·8	64·8
First ... ..	1,517	1,422	43·8	1,258	1,140	7·2	68·0
Total ... ..	3,395	3,319	100	2,881	2,745	...	65·9
PROVISIONAL SCHOOLS.							
Fifth ... ..	0	1	0·2	0	0	16·8	...
Fourth ... ..	5	8	2·7	2	6	13·1	54·3
Third ... ..	30	39	14·2	23	28	11·9	53·3
Second ... ..	59	65	25·5	49	48	10·3	58·2
First ... ..	149	130	57·4	114	91	7·2	59·0
Total ... ..	243	243	100	188	173	...	56·8
Grand Totals ... ..	3,638	3,562	100	3,069	2,918	...	64·5

DISCIPLINE.—Discipline, which ranges from *fair* to *very good indeed*, is, on the whole, *good*, but all teachers do not seem to fully realize the higher attributes of really good discipline. The teacher must not be satisfied to secure machine-like obedience from his pupils while in school; under his influence they must become devoted students, taking a lively interest in their work, thoroughly orderly in his absence, and with a high tone of honour, truthfulness, purity, and due respect for parents and superiors, before he should feel satisfied that his discipline is really effective.

RECORDS.—Except in five instances I was able to report that the records were neatly kept and written—in 4 schools *very neatly*—and in 66 per cent of the schools they were *accurate* and *complete*, most of the others being complete and nearly accurate, or accurate and almost complete, and in only *one* instance were they found to be *not neat, incomplete, and inaccurate*, and the teacher of this school challenged my report; but months after, on visiting the school for *second* inspection, not only were the records as described at *first* inspection, but in the meantime changes in the classification at the end of a quarter added largely to the errors and omissions previously reported. For my own part, I much prefer to be able to report well of a teacher than the contrary, and I take good care that my data are beyond dispute.

INSTRUCTION.—In view of the numerous and excellent manuals on pedagogy now within the reach of every teacher, I do not see the necessity to load this report with a dissertation on the most appropriate and modern methods of teaching the different subjects of our schedule. My own *experience* leads me to think that approved methods are of little avail where the teacher approaches his listless, half-hearted, and perfunctory mood, and with little or no interest in the welfare

ment of his pupils beyond the fees of office; and that the earnest and enthusiastic teacher, with his whole soul in his work, and all his sympathies in full unison with his pupils and their little difficulties and troubles, will be successful almost in spite of methods. The former conditions have been aptly called "teaching in a state of prose," and the latter "the poetry of teaching." "Not the romance of teaching—for there is nothing fictitious or unreal about it—but the poetry which implies the vivid perception of the deep meaning of common things—the power to find 'tongues in trees, books in the running brooks, sermons in stones, and good in everything.' Not a sickly sentimentality unfitting us to grapple with such hard facts as 'new Regulations,' and annual examinations, but a healthy, breezy life, invigorating and ennobling, lifting us into a purer atmosphere, and presenting us with higher aims than a 'clean schedule' and a 'good report.'"

Table F.  
AVERAGE PROFICIENCY IN SUBJECTS OF INSTRUCTION.

Subjects.	Average Proficiency as a Percentage.		
	State Schools.	Provisional Schools.	All Schools.
Reading ... ..	65.1	59.3	64.1
Object Lessons ... ..	60.0	51.2	58.3
Temperance Lessons ... ..	51.5	42.7	50.6
Writing ... ..	77.9	74.4	77.2
Arithmetic ... ..	64.0	59.0	63.1
Drill ... ..	76.5	65.6	74.6
Vocal Music ... ..	72.2	46.3	67.5
Geography ... ..	63.0	54.7	61.9
Grammar ... ..	54.8	38.3	52.4
Derivation ... ..	70.5	43.1	67.4
Composition ... ..	67.5	57.8	66.1
History ... ..	62.3	53.3	61.7
Mechanics ... ..	47.3	40.0	46.9
Domestic Economy ... ..	60.3	52.5	59.7
Needlework ... ..	74.8	55.3	71.5
Home Exercises ... ..	66.2	58.0	64.0

Table G.  
SCHOOLS IN ALPHABETICAL ORDER.

Schools.	Highest Class.	Accommodation in square feet.		Attendance.						Discipline.	General Condition.	Progress.	Children between the ages of 5 and 13, within 2 miles, who do not		
		Inside Floors.	Verandah Floors.	On Roll at Date of Inspection.	Examined.	Average for Quarter preceding Inspection.		Attended 4 days out of 5.					Attend any School.	Attend at least 60 days in each Half-year.	
						Number of Pupils.	Percentage of Enrollment.	Number of Pupils.	Percentage of Enrollment.						
STATE SCHOOLS.															
Albany Creek ... ..	IV.	527	434	45	23	26.9	65.6	15	36.6	Good ... ..	Hopeful ... ..	Pretty fair ... ..	0	11	
Ashgrove ... ..	III.	7.0	329	55	34	44.5	66.4	36	53.7	Good ... ..	Hopeful ... ..	Fair, of late ... ..	0	7	
Bald Hills ... ..	IV.	736	644	93	73	63.9	70.2	39	42.9	Very good ... ..	Promising ... ..	Very fair ... ..	0	15	
Brisbane—															
Diamantina Orphanage ... ..	III.	792	...	58	18	25.7	55.9	20	43.5	Good ... ..	Quite fair ... ..	Very fair ... ..	6	...	
Kangaroo Point (Boys) ... ..	V.	3,520	1,440	295	295	27.2	82.3	202	61.0	Good ... ..	Satisfactory ... ..	Sound and very good ... ..	...	5	
Kangaroo Point (Girls) ... ..	V.	3,684	2,315	286	282	23.0	71.2	148	45.8	Good ... ..	Very hopeful ... ..	Good ... ..	0	0	
Kangaroo Point (Infants) ... ..	I.	1,533	371	359	265	166.0	51.1	157	50.2	Very fair ... ..	Quite fair ... ..	Very fair ... ..	...	54	
Milton ... ..	IV.	1,890	1,110	572	504	380.0	68.6	259	46.8	Very good indeed ... ..	Very promising ... ..	Good ... ..	...	65	
South Brisbane (Boys) ... ..	V.	3,142	1,912	239	195	198.1	70.2	126	44.7	Very fair ... ..	Very fair ... ..	Very fair ... ..	...	7	
South Brisbane (Girls and Infants) ... ..	V.	3,440	1,696	562	457	379.0	68.0	290	52.1	Good ... ..	Satisfactory ... ..	Good ... ..	...	...	
Thompson Estate ... ..	V.	2,310	1,120	556	502	326.6	70.1	210	45.1	Very good ... ..	Very promising ... ..	Good ... ..	...	...	
West End (Boys) ... ..	V.	2,000	1,280	229	198	159.6	74.2	102	47.4	Very fair ... ..	Fair ... ..	Fair ... ..	0	20	
West End (Girls) ... ..	IV. a	1,100	400	161	136	98.7	68.4	77	46.4	Good ... ..	Very fair ... ..	Very fair ... ..	2	7	
West End (Infants) ... ..	I.	1,910	720	416	344	274.4	70.2	183	46.8	Good ... ..	Very fair ... ..	Very fair ... ..	2	8	
Woolloongabba (Boys) ... ..	V.	2,360	1,352	289	242	174.3	67.0	214	60.9	Very good ... ..	Satisfactory ... ..	Good ... ..	12	62	
Woolloongabba (Girls and Infants) ... ..	V.	2,800	1,600	614	533	449.8	67.8	287	43.3	Good ... ..	Satisfactory ... ..	Very good ... ..	...	21	
Brookfield ... ..	V.	800	700	103	33	71.2	72.7	48	49.0	Very good ... ..	Very fair ... ..	Very fair ... ..	3	3	
Bunya ... ..	III.	480	360	30	17	17.2	74.9	14	60.9	Good ... ..	Quite fair ... ..	Fair ... ..	0	4	
Coorparoo ... ..	IV.	3,700	2,400	416	394	376.5	76.5	289	58.7	Very good indeed ... ..	Very satisfactory ... ..	Very good, and sound ... ..	...	37	
Fig-tree Pocket ... ..	IV.	405	556	43	34	28.6	66.5	17	39.5	Good ... ..	Fair ... ..	Fair ... ..	0	0	
Harrison's Pocket ... ..	IV.	408	418	51	34	34.0	69.4	14	28.6	Very good ... ..	Hopeful ... ..	Fair ... ..	0	0	
Indooroopilly ... ..	V.	1,800	1,120	223	193	165.4	71.0	130	55.4	Good ... ..	Satisfactory ... ..	Good ... ..	0	28	
Indooroopilly Pocket ... ..	IV.	720	280	90	75	61.3	68.1	42	46.7	Very good indeed ... ..	Very satisfactory ... ..	Good ... ..	0	5	
Little Cabbage-tree Creek ... ..	IV.	1,000	800	82	71	60.1	76.1	50	63.3	Very good ... ..	Hopeful ... ..	Fair ... ..	0	0	
Pine River, North ... ..	IV.	1,394	818	97	68	66.7	67.4	35	35.4	Good ... ..	Very fair ... ..	Very fair ... ..	...	23	
Pullen Vale ... ..	IV.	540	360	42	28	26.0	74.2	15	42.8	Very fair ... ..	Fair ... ..	Very fair ... ..	0	5	
Terron's Creek ... ..	IV.	720	...	46	36	33.4	77.7	31	72.1	Very good ... ..	Promising ... ..	Very fair ... ..	0	6	
Toowong ... ..	V.	2,548	1,714	460	394	341.3	69.4	217	44.1	Quite fair ... ..	Very fair ... ..	Very fair ... ..	0	84	
Warner ... ..	IV.	576	448	76	32	43.8	63.5	24	34.8	Good ... ..	Promising ... ..	Very fair ... ..	9	27	
Zillmere ... ..	IV.	1,188	1,056	125	108	95.6	69.3	66	47.8	Very fair ... ..	Fair ... ..	Moderate ... ..	...	12	
PROVISIONAL SCHOOLS.															
Branch Creek ... ..	II.	384	...	20	13	13.3	60.5	9	40.9	Good ... ..	Hopeful ... ..	Very fair ... ..	1	9	
Dunellian ... ..	III.	864	1,080	202	151	125.2	68.1	91	46.0	Good ... ..	Promising ... ..	Fair ... ..	...	...	
Forbes Creek ... ..	III.	201	114	11	10	8.9	80.9	7	61.6	Very good ... ..	Fair ... ..	Very moderate ... ..	1	0	
Humptybong ... ..	III.	242	77	11	11	11.2	86.2	10	76.9	Fair ... ..	Hopeful ... ..	Very fair ... ..	0	0	
Kedron, Upper ... ..	IV.	405	350	17	12	13.3	70.0	8	42.1	Very fair ... ..	Not satisfactory ... ..	Poor ... ..	0	0	
Kobble Creek ... ..	III.	336	112	34	29	19.2	56.5	9	26.5	Quite fair ... ..	Only moderate ... ..	Pretty moderate ... ..	0	0	
Moggill ... ..	IV.	648	...	37	30	25.2	58.6	16	37.2	Good ... ..	Promising ... ..	Fair ... ..	0	0	
Redcliffe ... ..	IV.	420	210	32	26	23.6	71.5	20	60.6	Good ... ..	Only moderate ... ..	Pretty moderate ... ..	0	0	
Samford ... ..	III.	510	240	17	13	10.8	67.3	4	25.0	Good ... ..	Moderate ... ..	Pretty fair ... ..	2	5	
Samson Creek ... ..	IV.	576	144	34	29	24.6	78.9	14	43.8	Good ... ..	Pretty fair ... ..	Very moderate ... ..	...	...	
Upper North Pine ... ..	V.	336	...	71	38	36.4	52.8	26	37.7	Good ... ..	Hopeful ... ..	Fair ... ..	3	8	

a There was a fifth class at second inspection.

b Where blanks appear in these two columns, no returns were made by the teachers beyond such remarks as "Can form no estimate"; "No means of ascertaining"; "Impossible to ascertain"; "Cannot ascertain," &c.



The very desirable practice of giving criticism lessons is by no means general in the schools of this district, with the result, among others, that examinees very seldom excel in giving a "set lesson" in presence of a stranger; and as this point is in future likely to receive more attention than hitherto, one of the questions in the new general return being "Are criticism lessons regularly given?" I quote the heads under which the criticisms may aptly be written:—

"(a) TEACHER.—(Does he control class by eye and voice; does he speak out; does he teach or only examine; does he question properly? &c.)

"(b) CLASS.—(Are the pupils attentive; do they appear interested? &c.)

"(c) METHOD.—(Is the necessary apparatus at hand; is proper use made of it; is subject treated consecutively? &c.)

"(d) MATTER.—(Does teacher confine himself to his subject, or introduce extraneous matter; does he treat it fully? &c.) And as a general summary, based on opinions under the foregoing heads, might be stated briefly the critic's opinion on the merits of the lesson as a whole."

Thirty (30) schools were inspected by me a *second* time during the year—27 State schools and 3 Provisional schools. During *second* inspections one is able to see the schools in their ordinary everyday aspect, and a deeper insight into the organization and general working than at *first* inspection is obtained; and in addition, opportunity is afforded to re-examine the classes on the *weak* points of *first* inspection, and to see how far the recommendations previously made have been put into practice. At the date of second inspection the enrolment of those 30 schools was 7,045 pupils, of whom 5,346, or 75.9 per cent. of the total enrolment, were in attendance. A large portion of the time during second inspections must be devoted to the examination of pupil-teachers, and adult teachers preparing for the annual examination, in class-teaching, practical drill, and reading; the number so examined by me last year was 94—preparing for P.T. I, four; for P.T. II, twenty; for P.T. III, thirteen; for P.T. IV, twenty; for temporary Teacher, one; for Class III, twenty-nine; and for Class II, seven.

From Table G, in which are recorded—except for the Roman Catholic and private schools—the highest class, discipline, general condition, and progress of each school in the district, may be gathered a very fair idea of the position of merit or otherwise occupied by the schools at the date of inspection. In it, too, is noted the number of children between the ages of five and thirteen, residing within a radius of 2 miles, who do not attend any school; it also gives the number of pupils who, though on the rolls of the schools, fail to attend 60 days in each half-year. Of the former there are 35, and of the latter 538.

Fourteen Roman Catholic schools and 1 private school—Bowen House—were inspected by me during the year, and, including these schools, the enrolment, pupils examined, and the average attendance were respectively:—9,936—boys 4,899, girls 5,037; 8,193—boys 4,042, girls 4,151; 7,192.6—boys 3,549.8, girls 3,642.8.

Twelve boys and one girl—1 from West End (boys'), 2 from South Brisbane (boys'), 2 from Kangaroo Point (boys'), 2 from Woolloongabba (boys'), 2 from Bowen House, 1 from Toowong, 1 from Milton, 1 from Bald Hills, and 1 from Woolloongabba (girls' and infants')—were successful in gaining Grammar School scholarships at the annual examination held in last December.

Following the example set in England, on the Continent of Europe, and in America, New South Wales in 1887 established, in connection with some of her schools, "Public School Savings Banks," and the results produced by their working are highly spoken of. Teachers of experience admit that school banks are of special use in an educational point of view, and that their beneficial effects in fostering among the school population habits of thrift are of the very utmost importance. I think that in Queensland we have an ample field for the working of such institutions.

The question of "industrial education" is receiving a great share of attention in every civilised country, and it is quite clear that, if we mean to keep abreast of the times, we must do more than we have hitherto done to prepare our youths for the battle of life, and to this end provision should at once be made for systematic instruction in drawing and agriculture. A visiting teacher in agriculture for primary schools in New South Wales has been at work there for some time. The action already taken by the Minister for the introduction of the Kindergarten into our school system shows that he is alive to the best interests of our little folk of the Infant schools, and, no doubt, as opportunity offers, he will see fit to provide like advantages for the senior members of our schools, by making provision for bringing instruction in drawing, agriculture, and other handicrafts within the reach of the rising generation.

I have, &c.,

D. C. MACGROARTY.  
District Inspector.

The Under Secretary, Education Department, Brisbane.

## EAST MORETON DISTRICT, SOUTH DIVISION.

## REPORT OF MR. DISTRICT INSPECTOR SHIRLEY.

Brisbane, 19th February, 1892.

SIR,—I have the honour to submit my Annual Report for the year 1891.

The boundaries of my district remained unchanged during the year, including the southern half of East Moreton from Goodna and Lytton to the Tweed, together with a strip of country in West Moreton along the Brisbane Valley railway line.

**SCHOOLS.**—Applications for the establishment of new schools were fairly numerous, and led to inquiries at Cressbrook, Mount Beppo (2), Mount Witheren, Sarabah, and Upper Tallebudgera. A State school was opened at Dinmore, on the Ipswich railway line; additional Provisional schools at Cressbrook, Gleneagle, and Lockyer, in the upper Brisbane valley; and half-time Provisional schools at Coolabunia and Kunioon, near Nanango. The Provisional schools at Norwell and St. Helena were closed throughout the year, the former from loss of attendance, the latter on account of the removal of the warders' families from the island. At the close of the year there were in operation:—

State schools	...	...	...	...	...	...	...	...	...	39
Provisional schools	...	...	...	...	...	...	...	...	...	46
Half-time „ „	...	...	...	...	...	...	...	...	...	2
<b>Total</b>	...	...	...	...	...	...	...	...	...	<b>87</b>

**INSPECTION.**—The whole of the schools on my list were inspected in detail. At the close of the year, by direction, the Coomera Upper and Waterford State schools were again fully examined. Second inspections were made at Beenleigh, Bulimba, Gleneagle, Goodna, Rocklea, Seventeen-mile Rocks, Tingalpa, and Yeronga. The Gramzow, Jimboomba, Logan Village, Redbank Plains, Scrub Creek, Tambourine, and Veresdale Schools were incidentally visited when passing for the examination of records. When in the neighbourhood of the Dundas and Mudgeraba Provisional schools they were found to be closed, the teachers having resigned. With the assistance of the local committee the pupils were collected and examined, it being important to have some standpoint from which the efforts of the incoming teacher could be measured.

## MATERIAL ORGANIZATION.

## STATE SCHOOLS.

**SCHOOL HOUSES.**—Twenty-eight of the 39 State schools supply sufficient accommodation for the pupils in attendance, and are fully furnished and in excellent condition. The attendance has outgrown the accommodation at Beaudesert, Beenleigh, Cooper's Plains, Lowood, Rocklea, and Southport; and additional rooms are to be constructed to meet these increases at Beenleigh, Lowood, and Southport, which will again make the floor space sufficient for all local demands. The school-houses at Cedar Creek, Coomera Upper, Redland Bay, and Wellington Point are reported on the general return as requiring to be painted; and at Mount Brisbane the school building is still without the shade of a verandah.

**RESIDENCES.**—Additional rooms have been asked for by teachers at Bundamba Lower, Lowood, and Redbank Plains; and contracts were let for the work at Lowood before the end of the year. On general returns attention is called to the necessity for painting 7 residences, the most pressing case being at Beenleigh, where the paint is very much discoloured and weather-stained. Damages to the roofs of dwellings at Beenleigh and Bundamba Lower were reported, and are receiving attention.

**PLAYGROUNDS.**—Excellent work has been done during the year in planting, improving, and embellishing the school-grounds; and the interest shown by parents and committees in Arbor Day proceedings is steadily increasing, and becoming more general. At Beaudesert the teachers took advantage of the celebration falling on the 1st of May to add a maypole and mayday games to the day's festivities, and gave a most enjoyable holiday to young and old. The school gardens at Waterford were so well kept throughout the year that flowers from the scholars' little plots won prizes at the Beenleigh show. Much remains to be done in playgrounds of schools along the Ipswich railway line, where, with some exceptions, less interest has been shown than in the Logan Valley, or along the coast, or in the small schools of the Upper Brisbane. In carrying out improvements to school-grounds it is first necessary to have a sound and suitable fence, and special attention has been paid to this matter since tree-planting became general. The only places at which repairs to fences have been requested are Bulimba, Cedar Creek, and Seventeen-mile Rocks.

## PROVISIONAL SCHOOLS.

**SCHOOL HOUSES.**—A considerable improvement in the character of the Provisional school buildings is evident throughout the district; the new schools added from time to time are of good material and workmanship, and are provided with furniture of improved pattern and finish. Such are the newly-opened schools at Gleneagle and Lockyer, and even the half-time schools of the small communities at Coolabunia and Kunioon.

**RESIDENCES.**—Less than half the Provisional schools are provided with residences, the only additions during the year being the erection of a small detached residence at Kerry, and the renovation of the cottage at Tambourine. Seven of the residences—at Belmont, Bundamba Upper, Capalaba, Cleveland West, Gramzow, Loganholme, and Wivenhoe—are the property of the Department; these are in very fair order, but the buildings at Cleveland West require to be painted.

**GROUNDS.**—It is not yet fully recognised by committees of Provisional schools that the fencing of the school-ground is a necessity, as 18 of the 48 schools are yet unenclosed; but even under these discouraging circumstances, in 8 of the unfenced school-grounds trees were planted, and small fences erected round each tree. Such perseverance frequently rouses parents and committee to action, where other means have failed. The Loganholme school, with its well-kept flower-beds, its extensive kitchen gardens, and its thriving young shade trees, shows what may be done by any active and industrious teacher.

INTERNAL

## INTERNAL ORGANIZATION.

Table A.  
TEACHERS IN STATE SCHOOLS.

Status.	Males.		Females.	
	Head Teachers.	Assistant Teachers.	Head Teachers.	Assistant Teachers.
Class I. ... ..	0	0	0	0
Class II. ... ..	19	1	0	2
Class III. ... ..	18	5	2	20
Unclassified ... ..	0	0	0	5
Total ... ..	37	6	2	27

Table B.  
PUPIL-TEACHERS IN STATE SCHOOLS.

Status.		Males.	Females.
Fourth Class ... ..		1	5
Third Class ... ..		3	3
Second Class ... ..		0	2
First Class ... ..		1	5
On Probation ... ..		0	1
Total ... ..		5	16

**STAFFS.—State Schools.**—All head teachers of State schools are classified and well trained, and with mental qualifications fully equal to the work required. Thirty-two of the 39 are giving satisfaction, performing their duties honestly, conscientiously, and to the best of their ability; 7 others have failed in their year's work—2 from causes which admit of explanation, 2 from want of interest and energy, and 3 others from graver reasons, which have brought them under official censure. In this district of numerous small schools assistant teachers are mainly females. Where the staff consists of 2 persons there is usually a male head teacher and a female assistant or pupil-teacher. Assistant teachers receive commendatory reports from their principals, and give increasing satisfaction as regards their teaching and disciplinary powers. Pupil-teachers are few in number and are decreasing. From the many candidates for appointment, and the limited number of vacancies, the quality of these teachers is steadily improving, whether judged by mental ability or teaching skill. In the 39 State schools 72 adults and 21 pupil-teachers are employed to educate 2,678 pupils (in average attendance), and have therefore an average charge of 28.8 pupils, a considerable increase on last year's return. Staffs are now better distributed than formerly, the share falling to each teacher being proportionate to experience and classification. The technical training of pupil-teachers also receives more general attention, whether by specimen or criticism lessons; and, when called upon to give a lesson in the presence of the inspector, the young teacher's effort is generally worthy of commendation.

Table C.  
TEACHERS IN PROVISIONAL SCHOOLS.

Sex.	Have passed no stated Examination.	Have passed the Examination for Admission as Temporary Teacher under the Department.	Have held the rank of Classified Teacher under the Department.
Males ... ..	15	8	3
Females ... ..	16	5	1
Total ... ..	31	13	4

**Provisional Schools.**—Of 48 teachers of Provisional schools, 31 have passed no stated examination, and although many of the female teachers in this group work honestly and zealously, the same cannot always be said of the male teachers who have undergone no fixed test, many regarding their office as a temporary refuge, rather than as a chosen profession. It is to be hoped that under the new regulations an increasing number of classified assistants may be drafted to this work, whose better training and powers of discipline may raise the Provisional schools to the same level of efficiency as in schools of a superior grade.

Table D.  
ATTENDANCE OF PUPILS.

	State Schools.		Provisional Schools.		Total.		Grand Total.
	Boys.	Girls.	Boys.	Girls.	Boys.	Girls.	
On roll at end of quarter preceding inspection ... ..	1,992	1,742	684	586	2,676	2,328	5,004
Average attendance during quarter preceding inspection ...	1,451.8	1,226.6	489	408.6	1,940.8	1,635.2	3,576
Average attendance four days out of five during quarter preceding inspection	1,044	847	396	290	1,440	1,137	2,577
On roll at date of inspection ... ..	1,920	1,697	645	558	2,565	2,255	4,820
Examined ... ..	1,516	1,333	455	414	1,971	1,747	3,718

PUPILS.—



**PUPILS.**—The number on roll at the end of the quarter preceding inspection has increased from 4,803 in 1890 to 5,004 in 1891; but the average attendance shows a far more valuable advance—from 3,127·8, or 65·1 per cent. in 1890, to 3,576 or 71·5 per cent. in 1891; while the number attending four days out of every five has risen from 1,615 or 33·6 per cent., to 2,577 or 53·7 per cent. Pupils reported as attending no school number 58, as opposed to 50 in 1890; but children attending less than 60 days in half a year fall from 506 in 1890 to 372 in 1891. The conditions under which teachers worked during the past year have therefore been more favourable than those ruling in 1890. The State schools at Cedar Creek, Pimpama, and Redbank do not maintain an average attendance of 25 scholars, and should this prove permanent may be reduced to a lower grade. At Nerang Upper, Pimpama Island, and Tambourine there is a sufficient enrolment to justify the formation of State schools.

Table E.  
CLASSIFICATION OF PUPILS.

Class.	On Roll at date of Inspection.		Percentage of Enrolment.	Examined.		Average Age of Pupils on Roll at date of inspection.	Average Proficiency in all Subjects, expressed as a percentage.
	Boys.	Girls.		Boys.	Girls.		
STATE SCHOOLS.							
Fifth	...	...	...	...	...	...	...
Fourth	...	...	...	...	...	...	...
Third	...	...	...	...	...	...	...
Second	...	...	...	...	...	...	...
First	...	...	...	...	...	...	...
PROVISIONAL SCHOOLS.							
Fifth	...	...	...	...	...	...	...
Fourth	...	...	...	...	...	...	...
Third	...	...	...	...	...	...	...
Second	...	...	...	...	...	...	...
First	...	...	...	...	...	...	...
Total	...	...	...	...	...	...	...

**CLASSIFICATION.**—In State schools the age averages remain practically unchanged; while, with one exception, the average proficiency in each class shows decided improvement. The condition of this third class is a matter for serious study by head teachers of large schools; in it the idlers and irregular attendants are apt to collect, unless their interest can be awakened and co-operation won back by special effort and attention. In other divisions results are not only improving, but are becoming more even, showing that efforts are better directed, and that schools are gradually improving in organization. The condition of the Provisional schools of this district, in which one-fourth of the pupils obtain their education, is a matter of paramount importance, and a review of their work for the year offers some pleasing details. The average age has diminished in classes V., III., and II., containing more than half the children, and the percentage for each class shows a valuable increase on last year's return, representing improved efficiency and industry on the part of teachers, and more regular attendance and better application on the part of pupils. Excessive returns of months in class were far less frequent than in 1890, but attention had to be drawn to the following averages:—At Coomera Upper, fourth, 37·5; third, 18·6; upper second, 22·2; lower second, 14·2; third primer, 38·7; and at Kerry, fourth, 23; third, 33; upper second, 40. There was also excessive detention in class at Teviot Junction, Tambourine, and Wivenhoe, for which the present head teachers are not responsible, their appointments being of recent date. Faults of classification are slowly but steadily disappearing. Provisional school teachers are still apt to give an undue share of oral teaching to the few children of the senior class; and to this fact may be attributed the diminishing value of results from the highest class downwards.

Table F.  
AVERAGE PROFICIENCY IN SUBJECTS OF INSTRUCTION.

Subject.	Average Proficiency as a Percentage.		
	State Schools.	Provisional Schools.	All Schools.
Reading	61·5	57·0	59·0
Object Lessons	57·0	47·9	52·1
Temperance Lessons	57·2	48·3	54·3
Writing	69·5	67·3	68·3
Arithmetic	55·1	50·3	52·4
Drill	66·3	55·4	60·4
Vocal Music	52·4	40·8	46·0
Geography	63·1	54·9	58·7
Grammar	53·2	50·1	51·6
Derivation	62·5	61·3	61·9
Composition	65·7	60·2	63·8
History	56·8	...	56·8
Mechanics	45·6	...	45·6
Domestic Economy	60·0	...	60·0
Needlework	72·2	59·4	66·5
Home Exercises	64·5	60·0	62·1

**SUBJECTS OF INSTRUCTION.**—Comparing the subject percentages for all schools with the same table in the report for 1890, improvement is seen in all subjects except writing, sewing, and home exercises, which exhibit slight retrogression. The extra effort asked for in grammar and arithmetic has been forthcoming; but steady and continuous application is still needed to lift these subjects to the same level as reading, geography, and composition. The gradual addition of extra branches to object lessons, such as lessons on agriculture, domestic economy, and temperance, has induced teachers to unwisely increase the time allotted to this subject, at the expense of other lessons. It is to me a subject for congratulation that military drill, until now taught in all sections of our schools, but which by the new Regulations was confined to the fifth and sixth classes, is again to be expected from all drafts of all schools. The same valuable aid to order and discipline, gained by enforcing habits of prompt obedience on the drill-ground, could hardly be obtained to a similar degree by "orderly class movements" and "suitable physical exercises." In view of the extensive changes proposed by the new Regulations, it is not necessary to refer at length to the various subjects of instruction; but the changes there indicated will be accepted as a boon, if only because they sweep away the so-called Australian readers, with their printer's errors, ill-selected poetry, uninteresting subjects, and courses in which the most difficult lesson frequently came first.

**Table G.**  
**SCHOOLS IN ALPHABETICAL ORDER.**

Schools.	Highest Class.	Accommodation in square feet.		Attendance.						Discipline.	General Condition.	Progress.	Children between the ages of 5 and 13, within 3 miles, who do not	
		Inside Floors.	Verandah Floors.	On Roll at Date of Inspection.	Examined.	Average for Quarter preceding Inspection.		Attended 4 days out of 5.					Attend any School.	Attend at least 60 days in each half-year.
						Number of Pupils.	Percentage of Enrolment.	Number of Pupils.	Percentage of Enrolment.					
STATE SCHOOLS.														
Alberton ... ..	IV.	800	640	56	37	40.3	67.5	44	88.5	Good ... ..	Discreditable...	Very little ... ..	0	14
Beaudesert ... ..	V.	612	534	84	77	63.5	71.3	45	50.5	Good ... ..	Creditable and im- proving	Steady and solid ... ..	6	9
Beenleigh... ..	V.	1,336	978	251	182	198.5	72.3	131	52.0	Very good ... ..	Creditable and im- proving	Steady and solid ... ..	4	26
Blarra ... ..	III.	480	360	39	29	32.1	74.6	32	74.4	Very good ... ..	Very creditable ... ..	Steady and solid ... ..	0	0
Blackstone ... ..	IV.	1,000	800	136	113	101.1	72.2	66	47.1	Moderate ... ..	Unsatisfactory ... ..	Slow and irregular ... ..	0	25
Bulimba ... ..	IV.	2,040	984	290	237	203.6	74.3	139	50.7	Very good ... ..	Creditable ... ..	Steady and solid ... ..	0	25
Bundamba, Lower	IV.	2,560	1,939	253	214	210.0	82.3	179	69.4	Good ... ..	Very creditable ... ..	Steady and solid ... ..	0	18
Cedar Creek ... ..	IV.	480	360	23	13	13.5	56.2	5	20.8	Good ... ..	Promising and im- proving	Steady ... ..	0	0
Cleveland, East...	IV.	432	384	44	25	32.5	65.0	18	36.0	Very good ... ..	Approaching credit- able	Uneven and partial ... ..	0	2
Coomera, Lower...	IV.	480	360	50	47	38.7	71.7	25	46.2	Very fair ... ..	Creditable ... ..	Slow, but steady ... ..	4	10
Coomera, Upper...	IV.	540	360	51	40	36.0	75.0	21	43.7	Fair ... ..	Very unsatisfactory...	Little ... ..	0	0
Cooper's Plains ...	IV.	480	360	78	63	55.7	71.2	59	76.0	Good ... ..	Creditable ... ..	Steady and solid ... ..	0	0
Dinmore ... ..	IV.	680	544	122	86	91.0	76.0	70	58.0	Very fair ... ..	Fairly creditable ... ..	Fair, but irregular ... ..	0	0
Esk ... ..	IV.	825	650	80	70	55.0	67.5	51	40.5	Very good ... ..	Very creditable ... ..	Solid and well-sustained	0	4
Fernvale ... ..	IV.	1,050	1,050	47	40	39.5	60.8	31	53.5	Very fair ... ..	Not fully satisfactory	Slow and irregular ... ..	0	0
Goodna ... ..	IV.	1,020	510	167	150	135.6	78.3	106	61.2	Fair ... ..	Creditable and im- proving	Steady and solid ... ..	0	9
Hemmant... ..	V.	800	720	59	58	48.0	63.1	22	28.9	Very fair ... ..	Not promising ... ..	Slow and irregular ... ..	0	0
Lowood ... ..	IV.	540	420	89	71	65.2	70.0	48	51.0	Fair ... ..	Fairly satisfactory ... ..	Fair, but uneven ... ..	16	26
Lytton ... ..	IV.	900	800	57	49	45.4	78.3	36	63.0	Good ... ..	Creditable ... ..	Steady and solid ... ..	0	5
Mount Brisbane ...	IV.	540	420	52	39	39.4	78.8	26	53.0	Good ... ..	Creditable ... ..	Steady ... ..	0	0
Mount Gravatt ...	IV.	900	800	126	97	100.0	76.0	63	63.0	Very good ... ..	Very creditable ... ..	Steady and solid ... ..	0	2
Nanango ... ..	V.	480	192	82	68	57.0	70.4	44	54.3	Very good ... ..	Highly creditable ... ..	Uniform and con- tinuous	5	5
Nerang ... ..	IV.	800	750	92	72	64.5	70.0	35	39.4	Very good ... ..	Creditable ... ..	Steady ... ..	0	9
Oxley ... ..	IV.	960	960	77	57	58.2	71.0	35	42.6	Very good ... ..	Creditable ... ..	Slow, but steady ... ..	0	6
Pimpama ... ..	III.	480	180	24	19	21.1	72.7	14	48.2	Very good ... ..	Creditable ... ..	Slow, but steady ... ..	0	6
Pine Mountain ...	IV.	900	880	90	67	62.0	62.6	21	24.2	Very good ... ..	Very creditable ... ..	Solid and continuous	3	7
Redbank ... ..	III.	1,000	800	40	30	23.7	67.7	19	54.2	Very good ... ..	Creditable and pro- mising	Steady ... ..	0	0
Redbank Plains ...	IV.	684	456	56	42	32.5	59.0	14	25.4	Good ... ..	Creditable ... ..	Steady and solid ... ..	0	17
Redland Bay ... ..	IV.	630	560	74	65	48.9	69.9	30	42.8	Very good ... ..	Unsatisfactory ... ..	Slow and irregular ... ..	0	7
Rocklea ... ..	IV.	630	560	93	83	77.8	68.8	56	49.5	Very fair ... ..	Creditable ... ..	Steady ... ..	0	5
Seventeen-mile Rocks	III.	540	420	24	23	17.8	63.5	8	28.6	Very indifferent	Highly discreditable	Scarcely any ... ..	0	0
Sherwood ... ..	V.	1,520	1,508	155	109	114.7	74.0	95	61.2	Good ... ..	Creditable ... ..	Steady and sound ... ..	0	0
Southport... ..	IV.	900	800	169	127	118.2	68.7	62	30.8	Very good ... ..	Very creditable ... ..	Steady and solid ... ..	0	20
Tallebudgera ... ..	IV.	544	420	32	27	26.7	68.4	16	41.0	Good ... ..	Creditable ... ..	Steady ... ..	0	4
Tingalpa ... ..	IV.	500	360	48	41	34.4	70.2	22	44.9	Good ... ..	Unsatisfactory ... ..	Slow and irregular ... ..	1	5
Veresdale ... ..	IV.	540	360	38	35	34.0	72.3	30	63.8	Good ... ..	Creditable ... ..	Steady ... ..	1	2
Waterford ... ..	IV.	850	800	104	92	76.7	70.8	42	38.8	Very good ... ..	Retrospective ... ..	Slow and irregular ... ..	4	20
Wellington Point	IV.	735	630	73	62	45.5	70.3	35	54.6	Very good ... ..	Highly creditable ... ..	Solid and uniform ... ..	1	4
Yeronga ... ..	IV.	1,329	980	147	95	94.6	64.0	73	49.9	Very good ... ..	In several respects unsatisfactory	Slow and irregular ... ..	0	0
PROVISIONAL SCHOOLS.														
Atkinson's Lagoons	IV.	336	168	35	30	25.3	66.8	18	47.4	Good ... ..	Promising and im- proving	Steady ... ..	1	4
Belivah ... ..	IV.	384	42	19	9	11.5	48.0	7	29.0	Good ... ..	Promising and im- proving	Steady ... ..	0	8
Belmont ... ..	III.	480	480	31	22	16.5	68.7	4	16.7	Very fair ... ..	Promising and pro- gressive	Steady ... ..	0	8
Bromelton ... ..	IV.	540	135	22	16	16.8	62.2	10	37.0	Very good ... ..	Fairly creditable ... ..	Fair, but irregular ... ..	0	0
Brown's Plains ...	III.	432	216	36	23	23.7	63.0	8	21.1	Fair ... ..	Unsatisfactory ... ..	Slow and irregular ... ..	0	0
Bundall ... ..	IV.	480	...	31	13	24.2	83.4	25	86.2	Good ... ..	Creditable and im- proving	Steady ... ..	0	2
Bundamba, Upper	IV.	510	420	24	8	14.0	60.8	4	17.4	Very good ... ..	Very creditable ... ..	Steady and solid ... ..	0	0
Canlinger ... ..	IV.	240	120	9	8	6.2	68.2	6	66.7	Very good ... ..	Hopeful ... ..	Fair ... ..	0	0
Canlinger, Upper	III.	864	980	11	6	11.1	78.5	6	42.0	Good ... ..	Unsatisfactory ... ..	Moderate ... ..	0	0
Capalaba ... ..	IV.	576	432	31	18	24.4	71.7	18	52.9	Good ... ..	Fairly promising ... ..	Slow and irregular ... ..	1	1
Cape Moreton ... ..	III.	540	280	16	12	12.8	85.3	12	80.0	Fair ... ..	Unsatisfactory ... ..	Slow and irregular ... ..	0	0
Chamber's Flat ...	III.	364	...	19	14	13.9	73.1	14	73.6	Very good ... ..	Highly creditable ... ..	Very steady and solid	4	4
Christmas Creek ...	IV.	360	144	33	21	17.1	63.3	5	18.5	Good ... ..	Approaching credit- able	Steady ... ..	0	0
Cleveland, West...	III.	450	300	13	9	11.2	70.0	9	56.2	Very good ... ..	Creditable ... ..	Steady ... ..	2	2
Coolabunia (Half-time)	I.	260	120	8	8	8.0	62.0	7	54.0	Very fair ... ..	Creditable ... ..	Steady ... ..	0	0
Cressbrook ... ..	IV.	720	49	17	17	17.0*	100.0	17*	100.0	Good ... ..	Promising ... ..	Fair ... ..	0	0
Curriege ... ..	III.	280	...	15	11	13.0	72.2	9	50.0	Very indifferent	Highly discreditable	Very little ... ..	0	0
Darlington ... ..	III.	240	280	15	15	12.3	94.3	13	100.0	Fair ... ..	Barely promising ... ..	Little real ... ..	1	1

\* For part of quarter only.

**TABLE**

2. **PROVISIONAL SCHOOLS.**—The school-houses at Gladfield, Kincora, Mountain View, Springside, and Texas do not supply sufficient school places for the ordinary attendance. At Cambooya, Mountain View, Pikedale No. 2, and Texas, the schools are held in buildings rented by the committees of those places. This is by no means a desirable arrangement, and, as assistance towards the erection of Provisional schools is now afforded by the Department, it is to be hoped that new schools at each of these places will shortly be erected.

3. **FURNITURE AND APPARATUS.**—The furniture and apparatus are usually sufficient in quantity and good in quality in the State schools, and in Provisional schools there is a steady improvement in both respects. The requirements may be summarized as under:—New clocks at 4 State schools and 2 Provisional schools; new chairs at 7 State schools; new blackboards at 3 State schools and 1 Provisional school; new easels at 2 State schools; and alterations to the desks at 1 State school.

4. **REQUISITES FOR TEACHING.**—All the schools were well supplied with material for teaching purposes, and it was usually in good condition and neatly stored in the press when not in use. It was manifest, however, that in some schools sufficient care had not been taken of the school material. Torn, incomplete, disfigured reading books, broken slates, and maps wholly or in part detached from the rollers, are indicative of a very low type of discipline and management.

5. **GROUND.**—The grounds at all the State schools, except at Wallangarra, are fenced, and at a steadily-increasing number of places the residences of the teachers are being enclosed with neat and substantial fences. Desirable as such an improvement is, its full advantage is realized by only a few teachers. Good kitchen gardens have only been formed at Southbrook, Goomburra, and Freestone Creek Lower. It is to be hoped that head teachers may be induced, in connection with future Arbor Days, to plant a few fruit trees and grape vines in their portion of the grounds. Were this done, in a few years a small orchard for family use at the teacher's residence would become the rule instead of being, as at present, very much the exception. The improvement of the school grounds, both State and Provisional, where the latter are fenced, in connection with the institution of Arbor Day, steadily continues. At many schools, not only are shade trees planted, but considerable attention is paid to floriculture. Much of the labour and care incidental to the latter is bestowed by the pupils under the supervision of the head teachers. The school grounds most deserving of praise for their displays of flowers and well-tended shade trees are, in order of merit—Warwick East, Spring Creek, Allora, Goombungee, Merritt's Creek, Freestone Creek Lower, and Tummalville. Amongst Provisional schools, Canning Creek, Mountside, and Yandilla only are deserving of special mention.

6. **OUTHOUSES.**—Sufficient oversight is not exercised by some teachers in regard to these buildings. The cesspit is allowed to become full, and the down-pipe of the urinal is too often found choked. The Department incurs a large expenditure both in the erection and the cleaning of these buildings. Teachers that neglect their duty in respect to these buildings betray an indifference to the proper training of their pupils in cleanly and decent habits that warrants one in discounting their zeal in other parts of their duty.

7. **TEACHERS' RESIDENCES.**—At Goondiwindi and at Stanthorpe the teachers and their families are supplied with water drawn from wells in the school grounds. At both places strong objections were made to this arrangement. At Swan Creek the residence was reported as too small for the family of the teacher, and at Freestone Creek Upper, and at Hermitage new detached kitchens have been added. At Highfields and Umbirom the fireplaces, and at Leyburn the chimney, were reported as being a source of danger to the rest of the buildings. The remaining residences were generally in good condition.

On the whole, therefore, the material organization may be regarded as very satisfactory.

#### INTERNAL ORGANIZATION.

1. **TEACHERS.**—There were, Tables A and B, 99 teachers of all grades employed in the various State schools during the quarters preceding inspection, and the average attendance of pupils for the same period was 2,584·3. The average number of pupils taught daily by one teacher was therefore 26·1, being an increase of 4·2 on the number taught during the previous year. In only one school, Woodview, was the staff reported weak; in all others the teaching power was fully equal to an increased attendance.

2. **HEAD TEACHERS.**—Of the 44 head teachers of State schools, 41 are males and 3 are females. Eighteen of the former and two of the latter are only of the status of third class. The female unclassified teacher is the widow of a State school teacher, lately deceased. A very gratifying feature as regards the head teachers is the efforts that are being put forth by several to improve their status in the service. Nothing could be more deplorable than the stagnation of intellectual life and vigour so conspicuous among the younger head teachers in the past, and nothing is more gratifying, to all who take a deep interest in the education of the young, than the indications of professional awakening to which reference has been made. The second class is now within the reach of all the younger head teachers, and they should be required to qualify themselves for admission into that class.

3. **ASSISTANT TEACHERS.**—During the year 27 assistant teachers, 6 males and 21 females, were in continuous employment. Only one of that number, a male, has obtained the rank of "Teacher of the Second Class," but two females presented themselves for examination for admission into that class at the late annual examination of teachers. The following extracts from the "General Returns" furnished by head teachers sufficiently indicate the manner in which the assistants perform their duties:—"Industrious, but requires more life," "Weak in discipline," "An efficient teacher, but a want of zeal has marred her results," "An efficient, careful, hardworking teacher," "Industrious, but decidedly unsuccessful." Many of the assistants are still in the same schools in which they were pupils. They have passed through the various classes as pupil-teachers, during which period they have undergone an enforced course of study; but, that period ended, it is to be feared that a large number of them have ceased to qualify themselves for any higher grade than that of "Teacher of the Third Class." Where large numbers of them are employed in the same school, there is full play for all those motives that lead one to try and excel another, but in the smaller schools there is great danger of stagnation both intellectual and professional. More frequent changes would lessen any evil arising from this source; but a more effectual remedy would be the establishment of a training college.

4. **PUPIL-TEACHERS.**—



4. **PUPIL-TEACHERS.**—With a few exceptions the pupil-teachers are intelligent boys and girls, who give promise of future usefulness. The instruction of these young people is still far from satisfactory. They are crammed with facts—judging from their examination papers—of which they have but a feeble grasp. They fail, sometimes utterly, to distinguish what is essential from what is merely accidental, and appear to think that they have done well in answering a question when they have set down all they know concerning it. Their memories should be cultivated, but they should also be taught to express themselves intelligently and briefly on matters submitted to them. Head teachers should exhibit to them model answers to questions, and should require their answers to be framed on these models. A small percentage of the papers show that this course is followed in some schools, and failure would be less common if it were followed in all schools.

5. **PROVISIONAL SCHOOL TEACHERS.**—Three of the 38 Provisional school teachers have been classified teachers under the Department, 6 others have passed the examination prescribed for temporary teachers, and many of the remaining 29 have been teaching for some years, during which they have gained much experience as teachers. Taken as a whole, they are the most efficient body of Provisional school teachers I have hitherto met in any district that has been under my charge. At only three schools were the teachers reported as failing in their duty, while at many schools it was possible to speak in high terms of the manner in which these pioneers in the work of education were performing the work assigned to them by the Department.

Inquiries were held into complaints made against the head teachers at Cross Hill, Goomburra, Hendon, and Mount Kent. At Hendon only were the charges substantiated. Generally speaking the teachers are in touch with the parents in their respective neighbourhoods, and are doing their duty faithfully and to the best of their ability.

Table A.  
TEACHERS IN STATE SCHOOLS.

Status.	Males.		Females.	
	Head Teachers.	Assistant Teachers.	Head Teachers.	Assistant Teachers.
Class I. ... ..	0	0	0	0
Class II. ... ..	23	1	0	0
Class III. ... ..	18	5	2	21
Unclassified ... ..	0	0	1	0
Total ... ..	41	6	3	21

Table B.  
PUPIL-TEACHERS IN STATE SCHOOLS.

Status.	Males.	Females.
Fourth Class ... ..	5	8
Third Class ... ..	2	6
Second Class ... ..	2	2
First Class ... ..	1	1
On Probation ... ..	0	1
Total ... ..	10	18

Table C.  
TEACHERS IN PROVISIONAL SCHOOLS.

Sex.	Have passed no stated Examination.	Have passed the Examination for Admission as a Temporary Teacher under the Department.	Have held the rank of Classified Teacher under the Department.
Males ... ..	17	3	2
Females ... ..	12	3	1
Total ... ..	29	6	3

6. **ATTENDANCE.**—Both the quantity and quality of the attendance for the quarters preceding inspection are clearly indicated in Table D. In State schools the total enrolment was 3,657, and the average attendance was 2,584.3, or 70.7 per cent. of the enrolment. In Provisional schools the total enrolment was 996, and the average attendance was 693.8, or 69.7 per cent. of the enrolment. The total enrolment in all schools, both State and Provisional, was 4,653, and the average attendance was 3,278.1, or 70.4 per cent. of the enrolment. The average attendance for State schools was 70.7 per cent., for Provisional schools 69.7 per cent., and for all schools 70.4 per cent. of the number enrolled for the quarters preceding inspection. The corresponding figures for the previous year were, 63.4 per cent., 62.3 per cent., and 63.1 per cent., respectively. The numbers attending 4 days out of 5 were—in State schools 1,885, in Provisional schools 525, and in all schools, both State and Provisional, 2,410, being 51.5 per cent., 52.7 per cent., and 51.8 per cent., respectively, of the number enrolled. The corresponding figures for the previous year were, 36.1 per cent., 33.7 per cent., and 35.5 per cent., respectively.

There is, therefore, for the present year, an increase in the percentage of the enrolment in daily average attendance of 7.3 per cent., and in the number attending 4 days out of 5 the increase is 16.3 per cent. In 27 State and 23 Provisional schools the attendance was better in 1891 than in 1890. It is highly gratifying to have to record such substantial increases in the attendance, especially as the increase is spread over all parts of the district. Viewed in the light, however, of what is accomplished in this direction, at home and elsewhere, there is still ample room for further improvement. It is quite possible for the teachers at many schools to secure a larger attendance than they now have by enlisting the sympathy

sympathy and co-operation of the parents, but when they have done all that is possible for them to do in this direction, there will still remain a large number of children who will only be brought under regular instruction by the enforcement of some system of compulsion of a more stringent character than that contemplated by the Education Act.

7. CLASSIFICATION.—Table E furnishes the following particulars with regard to the enrolment:—The total number in each class, and the percentage of the whole; the total number examined in each class, and the average age, together with the average proficiency expressed as a fraction, of each class. In the fifth and fourth classes there is a slight decrease from the percentage of enrolment in 1890, but in all the other classes there is an increase. In all except the fifth class the average age is lower than in 1890 in State schools. The average proficiency in the third class is slightly lower than for the previous year, but in all other classes, both in State and in Provisional schools, the results recorded are higher. The improvement is more marked in the Provisional schools, as might be expected from the improved quality of the teachers.

The contents of Table E compare very favourably with those of any other district, judging from the published results in the Annual Report for 1890. There is, however, as regards classification, room for considerable improvement, especially in some State schools. There can be no doubt that individual pupils, and sometimes whole drafts, have been kept too long in the same class, either through the teacher's inability to do good work in a reasonable time, or from a dishonest attempt to unfairly score a higher percentage than his fellows. The uniform and steady advancement of all the pupils in the school should be the aim of every teacher. This much the public, and the Department on behalf of the public, demands of him. Provisional school teachers frequently err in the opposite direction, and promote before the pupils are ready for promotion. They also frequently err in forming too many drafts and classes. Both errors spring from the same source—anxiety to push on the children, and ignorance as to how this is best accomplished.

Table D.  
ATTENDANCE OF PUPILS.

	State Schools.		Provisional Schools.		Total.		Grand Total.
	Boys.	Girls.	Boys.	Girls.	Boys.	Girls.	
On roll end of quarter preceding inspection ...	1,946	1,711	531	465	2,477	2,176	4,653
Average attendance during quarter preceding inspection	1,381·3	1,203·0	368·7	325·1	1,750·0	1,528·1	3,278·1
Attended four days out of five in quarter preceding inspection	1,040	845	263	262	1,303	1,107	2,410
On roll at date of inspection ...	1,851	1,623	532	450	2,383	2,073	4,456
Examined ...	1,471	1,285	402	362	1,980	1,540	3,520

Table E.  
CLASSIFICATION OF PUPILS.

Class.	On Roll at date of Inspection.		Percentage of Enrolment.	Examined.		Average Age of Pupils on Roll at date of Inspection.	Average Proficiency in all Subjects expressed as a Percentage.
	Boys.	Girls.		Boys.	Girls.		
STATE SCHOOLS.							
Fifth ... ..	58	46	3·0	42	38	14·9	70·1
Fourth ... ..	222	192	11·9	187	158	13·2	65·3
Third ... ..	349	299	18·6	274	235	11·5	64·8
Second ... ..	615	510	32·4	498	413	9·7	66·6
First ... ..	607	576	34·1	470	441	7·0	65·0
Total ... ..	1,851	1,623	...	1,471	1,285	...	...
PROVISIONAL SCHOOLS.							
Fifth ... ..	...	...	...	...	...	...	...
Fourth ... ..	33	37	7·1	19	30	13·3	59·2
Third ... ..	87	67	15·7	66	56	11·9	59·5
Second ... ..	180	164	35·0	132	130	10·1	60·9
First ... ..	232	182	42·2	185	146	7·0	57·9
Total ... ..	532	450	...	402	362	...	...

8. DISCIPLINE.—In three schools the discipline was reported excellent, and in three others, approaching excellent. In the majority of schools both State and Provisional, it was reported as good or very good. In no school was it bad or incompatible with fair working conditions. The following extracts from my detailed reports may be taken as indicating the best and worst kinds of discipline in this district, in the resultant effects as regards the behaviour of the pupils under inspection. "It is a pleasure to inspect when the pupils are so admirably behaved as they are in this school, and, to all appearance, the children share the pleasure. All elements of friction are eliminated, and the work runs smoothly and happily. One cannot help wishing that the number of such schools was greatly multiplied." "The discipline in this little school has fallen off considerably, the pupils are inclined to be restless and untative. They are obedient to command, but quiet, steady work is not continuously maintained. The school is fairly healthy." Much is done by many teachers to render the school and its surroundings more attractive, and where these attempts are made it is usually found that a more restful tone pervades the school. Want of orderly arrangement of school material and of repelling-looking walls are frequently significant of much else that is objectionable in the schools.



9. **RECORDS.**—These are generally accurate, fully posted, and neatly kept. Errors and omissions, seldom of a grave character, do occasionally occur, but instances of dishonest entries are rarely met with. Only one case of this kind cropped up during the year. The entries in the work-book are frequently too vague to be of any use either to the teacher or to the examiner. In estimates of the work of their subordinates, the entries of the head teacher should be fuller. The time-tables are not always drawn up with due regard to a proper sequence of lessons, and the analyses and summaries are very frequently not entered.

10. **METHODS.**—The time occupied in detailed examination and in holding inquiries left me few opportunities for observing the methods of instruction. Judging, however, from the teaching that came under my own observation, I am quite of opinion that, with existing appliances, the quality of the work done in the schools is capable of considerable improvement. It is *instruction* rather than *education*, using these words in their technical signification. The memory is sedulously cultivated while the other faculties of the mind are but sparingly exercised. Too much reliance is also placed on adventitious aids, such as arithmetical cards, cut-and-dry object lessons, and the like mechanical contrivances. Criticism lessons should more frequently be given, and head teachers should devote more time to the professional training of their subordinates, as in the absence of a training college, this is practically the only means they have of becoming efficient teachers.

Table F shows the average percentage of results obtained for each subject of instruction, both in State and Provisional schools.

**Reading.**—The average percentage of marks obtained, Table F, is below very fair, and is slightly below the result for 1890. There is little change to report on previous years. The amount of reading matter required to be covered is so small that the technical difficulties are easily overcome, and much beyond that is not frequently attempted, as regards the quality of reading. To read with intelligence and expression, and to have a clear conception of the meaning and force of the passage read, is surely not too high a standard for the upper classes of our schools, but it is a standard to which few attain. Apart from the other advantages, and they are many, reading, if taught on the lines laid down by the Department, is one of the most important means at the disposal of the teacher for cultivating the mental faculties of the pupils. Much of the failure is due to neglect in the infant and junior classes, who are chiefly taught by a junior teacher, who has no very exalted ideal of what constitutes good reading. A perfectly clear utterance and distinct articulation should be insisted on from the very commencement, and neglect of these essentials at the outset, to a great extent, entails ultimate failure.

"To read many books and not one book many times is the only way by which the vocabulary of a language can be learned," is a maxim that, I am glad to say, is realized by at least three of the teachers in this district. At Hermitage, Merritt's Creek, and Yangan schools lending libraries have been formed; and as the books have been provided chiefly, if not solely, by the head teachers of these schools, too much praise cannot be bestowed on them. At the former school the library consists of 238 volumes, and the suitability of the books is guaranteed, by the names of the publishers, and by the eagerness with which they are read by the boys and girls at all the three schools. I have only to add, may the good example set by these three teachers stimulate others to do likewise.

**Object Lessons.**—To vary much that is monotonous in the ordinary work of the school; to develop more effectually the perceptive faculty of the pupils than is possible in any other lesson; to arouse their interest in the natural phenomena with which they are surrounded; to lead them to form habits of close observation; to afford them to a great extent a mental gymnasium for the exercise and development of all their powers of mind; to largely increase their stock of useful and practical knowledge, and to afford the teacher an opportunity for the fullest display of his art, is, to a wide extent, the province of the object lesson. Notwithstanding this, however, good teachers—that is, good in other respects—regard these lessons with a large measure of indifference. The lessons are promiscuously selected from books on "Notes of Lessons"; they are given as a school-boy delivers his well-conned task; there is seldom any appearance of the specimen about which the lesson is given—thus depriving any effort at analytic or synthetic teaching of much of its value; they make little demand on the intellectual faculties of the pupils, and they are wound up without recapitulation and searching examination. Such lessons, whatever value they may have in other directions, are failures, complete failures, as object lessons. A scheme of object lessons should be carefully drawn up, with due regard to the resources and industries of the district in which the school is situated; any information required should be drawn, where possible, from the best sources, and every preparation should be made beforehand for dealing with all difficulties likely to occur during the course of the lesson. Both at home and elsewhere there is a consensus of opinion among educational authorities regarding the great value of these lessons, both as instruments for the intellectual development of the pupils and for the professional training of the teachers. In both respects I hope that I shall be able to record in future reports a vast improvement.

**Writing.**—In only four State schools and in one Provisional was the writing reported as good, though several schools approach that standard. A very pleasing feature in connection with the copy-books and home-exercise books is the neatness of the work done and the cleanliness of the books. It is seldom necessary to report adversely in these respects, but it not unfrequently happens that the whole of each set of these books has to be shuffled before those of any class can be produced for inspection.

**Arithmetic.**—Tables of all kinds as regards memory work are usually very well done, so also are notation and numeration, but it is only in the best schools that the former is intelligently taught. Mental arithmetic is usually taught in too mechanical a manner. Such exercises as  $9+6+8+9$ , &c., or  $2s. 8d.+6d.+9d.+2s. 6d.$ , &c., with a long pause between each item, are neither instructive nor amusing. Speed and accuracy should both be aimed at in questions of this kind. Both tables and mental arithmetic have a higher purpose to serve in the teaching of arithmetic, and the less they are considered as an end in itself, the more effectually will that purpose be served. There can be no teaching other branches, is contingent on the instruction the simple to the more complex, and those teachers on from easy mental operations to the more No new rule should be formally entered upon any mental operations and familiar examples

*Drill.*—



**Drill.**—The new “Physical Training” has not yet been introduced into all the schools in this district. As taught in some schools, it is a vast improvement on the old system of drill, and is vastly more popular with the teachers and pupils. The vigour they infuse into the several exercises must be highly beneficial to the development of the various muscles of the body, and the spontaneous, hearty way in which they sing the appointed songs, must be as good for the lungs as it is pleasing to the onlooker. Only men with some enthusiasm for this kind of drill will make successful instructors.

**Vocal Music.**—The examinations in vocal music were usually confined to the singing of school songs, the ability to teach, with much profit to the pupils, anything beyond this being possessed by few teachers.

**Geography.**—The mechanical methods of instruction, referred to in some of my previous reports, still largely obtain. The instruction in physical features and topography is too much divorced from map-drawing, so that the *ear* only, instead of the *ear*, the *eye*, and the *hand*, is brought into play, and the facts communicated are too “scrappy” in character. It is little wonder, therefore, that information thus obtained is soon forgotten. In the higher classes, the relation between cause and effect, and the importance of observing the similarities and contrasts that enter so largely into the intelligent study of geography do not receive sufficient consideration. The average results obtained are slightly below those of 1900.

As regards the remaining branches of instruction there is a slight falling off, in State schools in composition and mechanical powers, and in Provisional schools in composition and home exercises; but in all other branches there is a substantial increase in the results obtained, as compared with those of the previous year.

It is much to be regretted that drawing forms no part of the new curriculum for State schools. Considering what is being done elsewhere towards manual training by instruction in cardboard work, modelling, and slöjd, it is not desirable that the introduction of drawing should be much longer postponed. Apart from other advantages, some knowledge of it is exceedingly valuable in many branches of industry, and as a preliminary to a course of technical education it is indispensable.

Table F.  
AVERAGE PROFICIENCY IN SUBJECTS OF INSTRUCTION.

Subjects.	Average Proficiency as a Percentage.		
	State Schools.	Provisional Schools.	All Schools.
Reading ... ..	67.3	63.9	65.7
Object Lessons ... ..	58.0	50.4	54.4
Temperance Lessons ... ..	63.0	56.3	60.8
Writing ... ..	74.1	69.9	72.1
Arithmetic ... ..	61.5	59.7	60.7
Drill ... ..	66.7	56.4	62.1
Music ... ..	61.6	51.2	57.7
Geography ... ..	62.4	54.7	58.8
Grammar ... ..	57.4	51.3	54.9
Derivation ... ..	69.7	66.7	68.5
Composition ... ..	66.6	66.2	66.4
History ... ..	58.8	46.0	57.2
Mechanical Powers ... ..	57.6	...	57.6
Domestic Economy ... ..	60.2	41.1	56.3
Needlework ... ..	72.1	69.8	71.4
Home Exercises ... ..	73.9	65.4	70.0

Table G.  
SCHOOLS IN ALPHABETICAL ORDER.

Schools.	Highest Class.	Accommodation in square feet.		Attendance.						Discipline.	General Condition.	Progress.	Children between the ages of 5 and 13, within 2 miles, who do not	
		Inside Floors.	Verandah Floors.	On Roll at Date of Inspection.	Examined.	Average for Quarter preceding Inspection.		Attended 4 days out of 5.					Attend any School.	Attend at least 60 days in each Half-year
						Number of Pupils.	Percentage of Enrolment.	Number of Pupils.	Percentage of Enrolment.					
STATE SCHOOLS.														
Allora ... ..	V.	1,434	1,475	220	194	176.2	78.6	143	62.1	Excellent ...	Thoroughly satisfactory	Excellent ... ..	0	7
Clifton Colliery ... ..	V.	561	462	61	51	47.9	65.7	32	43.8	Good ... ..	Satisfactory ... ..	Satisfactory ... ..	0	0
Clifton Homestead Area	IV.	540	...	33	29	18.8	69.6	16	51.6	Good ... ..	Fairly satisfactory ...	Fair on the whole	0	0
Crow's Nest ... ..	IV.	450	490	47	40	30.1	70.0	22	51.2	Good ... ..	Satisfactory ... ..	Very satisfactory	0	7
Darkey Flat ... ..	V.	504	474	49	36	37.4	74.9	29	59.0	Very good ...	Very satisfactory ...	Good ... ..	0	3
Drayton ... ..	IV.	1,324	667	130	90	84.0	62.7	43	31.3	Very fair ...	Fairly satisfactory on the whole	Fair, but unequal	8	13
Emu Creek ... ..	IV.	512	640	55	45	34.8	63.0	28	50.0	Very good in higher classes; good in lower	Satisfactory ... ..	Satisfactory ... ..	0	6
Emu Vale ... ..	IV.	918	816	90	79	68.7	64.8	37	34.9	Fair in first class; good in higher classes	Very satisfactory except as regards attendance	Very creditable ...	1	13
Freestone Creek Lower	IV.	560	630	72	37	47.4	69.7	33	48.5	Very good ...	Very satisfactory ...	Very satisfactory on the whole	0	4
Freestone Creek Upper	V.	558	217	55	50	44.6	74.3	35	58.3	Good ... ..	Very satisfactory ...	Good ... ..	3	6
Geham ... ..	V.	1,260	684	130	81	102.7	77.2	74	63.0	Approaching excellent	Very satisfactory ...	Sound ... ..	0	6
Glenvale ... ..	V.	990	880	92	76	64.2	64.8	37	37.4	Very Good ...	Very satisfactory ...	Very satisfactory	0	0
Gomorou ... ..	III.	504	442	50	30	37.7	67.3	23	41.0	Very fair ...	Satisfactory ... ..	Good ... ..	0	13

Table G.—continued.  
SCHOOLS IN ALPHABETICAL ORDER.—continued.

Schools	Highest Class.	Accommodation in square feet.		Attendance.						Discipline.	General Condition.	Progress.	Children between the ages of 5 and 13, within 3 miles, who do not	
		Inside Floors.	Verandah Floors.	On Roll at Date of Inspection.	Examined.	Average for Quarter preceding Inspection.		Attended 4 days out of 5.					Attend any School.	Attend at least 60 days in each Half-year
						Number of Pupils.	Percentage of Enrollment.	Number of Pupils.	Percentage of Enrollment.					
STATE SCHOOLS—continued—														
Goombungee	IV.	540	420	62	43	47.1	71.3	35	53.0	Very good	Satisfactory	Good	1	0
Goomburra	IV.	448	448	37	29	28.5	69.5	22	53.6	Very fair	Fairly satisfactory	Very fair on the whole	0	2
Goondiwindi	V.	1,000	800	133	90	102.7	68.0	90	59.6	Pretty good	Satisfactory	Satisfactory	0	14
Hendon	IV.	450	400	46	31	36.2	68.4	19	35.8	Fair	Moderate	Unsatisfactory	0	4
Hermitage	IV.	540	420	44	32	35.5	77.3	27	58.6	Very good	Very satisfactory	Good	0	0
Highfields	V.	900	720	102	72	66.4	67.8	36	36.7	Approaching excellent	Highly satisfactory	Good	0	13
Inglewood	IV.	480	510	47	44	32.4	63.5	18	35.2	Good	Satisfactory	Satisfactory	1	6
Killarney	IV.	1,600	1,010	105	88	77.8	69.5	52	46.4	Good	Only fairly satisfactory	Only moderate	0	20
Leyburn	IV.	580	240	63	59	56.0	86.1	57	87.7	Very good	Very satisfactory	Very good	1	1
Lord John Swamp	IV.	630	480	52	40	39.2	70.0	33	54.9	Good	Very satisfactory	Good	0	0
Meringandan	V.	849	750	75	60	57.6	73.8	35	44.8	Very good	Highly satisfactory	Good	0	0
Merritt's Creek	V.	720	576	70	66	56.9	77.9	47	64.3	Very good	Very healthy, and improved	Good and uniform	0	3
Mount Kent	IV.	555	480	48	27	27.4	51.8	9	18.0	Very fair	Fairly satisfactory	Very fair	0	11
Pittsworth	IV.	680	544	81	61	56.9	71.0	37	49.8	Very good	Satisfactory	Satisfactory	3	4
Plainview	V.	404	416	56	51	44.1	77.3	39	68.4	Very good	Highly satisfactory	Good	0	3
Ramsay	IV.	481	416	44	35	31.3	69.5	24	53.3	Pretty fair	Fairly satisfactory	Very creditable on the whole	0	0
Sandy Creek	IV.	480	240	31	26	16.5	53.2	6	19.3	Very good	Very satisfactory	Good	0	3
Southbrook	IV.	450	400	62	56	39.7	48.7	6	9.5	Very good	Very satisfactory on the whole	Good on the whole	0	18
Spring Creek	IV.	800	800	56	48	46.0	80.0	40	70.0	Approaching excellent	Very satisfactory	Good	0	0
Stanthorpe	V.	2,100	700	142	104	100.6	67.0	70	46.6	Very good	Very healthy	Very creditable	0	0
Sugarloaf	IV.	980	420	68	65	58.7	70.7	48	57.8	Pretty good	Satisfactory	Satisfactory	1	4
Swan Creek	V.	880	770	101	91	71.8	68.7	51	46.8	Very good	Very satisfactory	Great and sound	0	0
Toolburra South	III.	300	150	16	12	10.1	59.4	0	...	Very good	Moderately satisfactory	Moderate	0	0
Tummalville	IV.	288	144	30	28	14.9	53.3	11	39.3	Very good	Satisfactory	Satisfactory	0	12
Umbriom	V.	540	420	58	48	38.0	65.5	32	55.1	Very good	Very satisfactory	Good	0	1
Wallangarra	V.	612	544	54	43	37.5	72.3	27	51.9	Very good	Very satisfactory	Good	0	12
Warwick East	V.	1,102	1,140	176	131	143.7	75.6	124	63.1	Excellent	Highly satisfactory	Very creditable	†	†
Warwick West (Boys)	V.	2,250	1,015	172	139	126.9	76.9	114	69.0	Very good	Highly satisfactory	Highly creditable	0	20
Warwick West (Girls and Infants)	V.	2,750	1,015	222	195	183.9	75.6	152	60.5	Excellent	Highly satisfactory	Great and sound on the whole	0	6
Woodview	IV.	558	248	60	36	45.2	74.3	32	52.5	Very fair on the whole	Fairly satisfactory	Fair	0	15
Yangan	V.	840	840	77	68	66.3	70.6	40	42.5	Good	Very satisfactory	Sound	0	0
PROVISIONAL SCHOOLS.														
Cambooya	IV.	500	...	37	25	25.4	81.0	23	74.2	Very fair	Pretty fairly satisfactory	Pretty fair	0	0
Canning Creek	II.	216	...	21	15	14.5	72.5	10	50.0	Good	Fairly satisfactory	Fair	0	1
Cross Hill	IV.	648	648	40	30	21.3	54.6	13	33.3	Fair	Very fairly satisfactory	Very fair	0	0
Dalrymple Creek	IV.	288	162	34	28	20.6	65.7	9	24.3	Very fair	Fairly satisfactory	Fair on the whole	0	0
Elbow Valley	IV.	765	270	34	23	25.6	67.5	15	40.5	Good	Greatly improved	Creditable on the whole	0	0
Ellangowan	III.	336	144	23	16	16.1	76.6	12	57.1	Moderate	Moderately satisfactory	Moderate on the whole	0	0
Elphinstone	III.	252	188	21	11	16.5	71.7	9	82.6	Good	Pretty fairly satisfactory	Pretty fair on the whole	1	0
Eton Vale	III.	288	144	16	16	15.1	94.0	13	81.0	Good	*So far satisfactory	Satisfactory	0	0
Farm Creek	IV.	432	168	27	26	19.7	56.0	2	5.7	Very fair	Only fair	Fair on the whole	0	2
Gladfield	III.	288	...	36	34	28.2	78.3	20	55.5	Pretty good	Satisfactory	Satisfactory	1	0
Glengallan	II.	424	136	22	22	17.5	83.3	19	90.4	Very good	*So far very satisfactory	Good	0	0
Graceville	II.	315	...	20	15	16.0	80.0	16	80.0	Very good	Satisfactory on the whole	Satisfactory	0	0
Kincora	IV.	240	15	33	25	25.0	75.7	15	48.4	Good	Very fairly satisfactory	Very fair	0	3
King's Creek	III.	450	270	34	15	20.6	55.6	23	62.1	Pretty good	Improved, but not yet satisfactory	Very fair	0	0
Koorangarra South	II.	300	...	17	17	16.3	95.9	17	100.0	Very good	*Satisfactory on the whole	Satisfactory	0	0
Lucky Valley	IV.	264	132	20	15	15.3	72.8	10	47.6	Good	Fairly satisfactory	Very fair	0	4
Mountain View	IV.	300	...	41	36	18.0	34.0	17	32.0	Good	Satisfactory on the whole	Good	5	9
Mountside	III.	320	160	20	13	16.8	80.0	14	66.7	Good	Greatly improved	Good	0	0
North Branch	III.	336	196	16	12	13.0	76.4	6	35.3	Very fair	*Hopeful	Fair	0	0
North Maryland	IV.	400	...	40	31	25.3	73.0	17	47.2	Very good	Very satisfactory on the whole	Very creditable on the whole	0	0
Pechey	III.	323	139	22	19	13.8	60.0	8	34.8	Good	Very satisfactory	Good	0	0
Perseverance Creek	IV.	329	...	39	19	16.7	79.5	13	61.9	Good	Hopeful	Very fair	0	0
Pikodale No. 1	II.	178	...	5	5	7.0	87.5	7	87.5	Good	Satisfactory	Satisfactory	0	6
Pikodale No. 2	II.	220	130	10	10	9.2	76.6	10	83.3	Good	Satisfactory	Satisfactory	0	0
Pilton	IV.	264	154	18	16	10.7	62.9	11	64.7	Very good	Satisfactory	Creditable	1	0
Pine Creek	II.	260	130	21	14	17.5	92.1	18	94.7	Good	Pretty fairly satisfactory	Fair on the whole	0	0
Plainby	III.	416	...	26	17	23.9	91.9	25	90.1	Very good	Very satisfactory	Good	0	0
Ravensbourne	II.	384	...	26	19	13.2	57.4	12	62.1	Fair	*Hopeful	Hopeful	0	0
Rodger's Creek	III.	336	166	17	15	13.7	76.7	16	88.8	Very good	Satisfactory	Very fair	0	0
Roostwood	III.	312	144	16	15	12.3	76.8	8	50.0	Good	Satisfactory	Creditable	0	0
Rosenthal	III.	336	60	7	5	6.6	82.5	5	62.5	Good	Moderately satisfactory	Moderate	0	0
Seyern River	IV.	310	...	20	12	16.0	69.5	9	39.1	Very good	Fairly satisfactory	Very fair	4	7
Silverwood	IV.	240	90	16	14	13.3	81.2	10	62.5	Good	Satisfactory	Satisfactory	0	0
Springdale	III.	364	196	48	33	29.7	55.6	11	23.0	Good	Pretty fairly satisfactory	Pretty fair	0	0
Spring Valley	IV.	384	...	52	42	29.8	69.0	18	42.8	Good	Satisfactory	Creditable	0	0
Texas	III.	288	144	32	30	25.0	68.6	24	67.0	Good	Satisfactory	Satisfactory	7	3
Westbrook	IV.	364	364	21	21	21.2	84.8	19	76.0	Very fair	Very moderately satisfactory	Moderate	0	0
Yandilla	IV.	350	120	50	33	30.4	72.3	21	59.0	Good	Moderately satisfactory	Moderate	0	2

\* These schools were open only a short time before inspection.

† The head teacher reports that he is unable to certify.

Table

Table G furnishes many interesting particulars with regard to each school in the district, especially in columns 11, 12, and 13.

From this table it appears that there are 35 children living within a distance of two miles from a school who never attend, and that there are 273, or 5·8 per cent. of the total number on roll, who fail to attend sixty days in each half-year, as required by the Education Act. The corresponding figures for the previous year were 39 and 270.

The schools most deserving of special mention for the high character of the work done and for the excellence of the administration are—Allora, Warwick West (Girls and Infants), and Warwick East. The following schools also deserve special mention for the highly creditable progress made in the new drill (Physical Training):—Warwick East, Warwick West (Boys), Stanthorpe, and Plainview.

With the old year passed away the curriculum under which our schools have been taught for the last fifteen years. So much good work has been done under it that it is not without a feeling of regret that one realises that it has passed away; but change from time to time is inevitable. Either we must keep pace with the onward march or fall into the rear. It is not, however, to changes of schedule that we must look for future excellence in our schools, but to the quality of the men and women in charge of them. Regarding the future welfare of our schools in this light, how important it becomes that, at an early date, there shall be established a training college in which the future head teachers may have the full advantage of the best modern systems of training.

I have, &c.,

R. NEWCOMBE ROSS,  
District Inspector.

The Under Secretary, Department of Public Instruction, Brisbane.



# EAST MORETON DISTRICT, NORTH DIVISION, WITH GYMPIE AND UPPER MARY.

## REPORT OF MR. DISTRICT INSPECTOR SCOTT.

Brisbane, March, 1892.

SIR,—I have the honour to submit to you the following General Report for the year 1891:—

### DISTRICT.

**LIMITS.**—Though my district remained nominally the same as in the preceding year, the exigencies of the service necessitated a considerable alteration in its limits. Twelve State and 10 Provisional schools to the north and westward of Brisbane were withdrawn from it; but, in regard to the amount of work to be done, this withdrawal was more than counterbalanced by the addition of 9 State and 6 Provisional schools to the northern end of the district, which now extends from Howard on the north to Caboolture on the south, including also 3 outlying lighthouse schools and 2 schools to the north-east of Brisbane, but excepting the larger portion of the schools in Maryborough. It may thus be denominated the East Moreton, North, and Mary River district.

**APPORTIONMENT OF TIME.**—The first week of the year was devoted to reporting on schools previously examined. This was followed by eight weeks spent in the reading and valuation of examination papers, two in the compilation of my Annual Report, and a fortnight's leave of absence. On the 1st of April I left Brisbane for work in the field, which was continued to the end of the school year in December. The week of the winter vacation of the schools was occupied in reporting and the preparation of a set of examination papers, while the last fortnight of the year was employed in presiding at the annual examination of teachers at Gympie, and reporting.

**INSPECTION.**—The work in the field during the period above mentioned comprised the examination in detail of 26 State, 45 Provisional, and 3 Roman Catholic schools, together with the drawing class connected with the Albert School, the holding of four inquiries regarding teachers, the consideration of nine proposals for the establishment of new schools, a visit to Narangba to determine a site for a future school, and a special expedition to the school at the Mary River Heads. Reports on the whole of the above were forwarded to the Department in due course. As the time at my disposal was fully occupied in this work, there was no possibility of making any second inspections, but a considerable number of schools were casually visited as opportunity offered. The Provisional schools at Mount Eerwah and Landsborough were not inspected, as the former had been closed for want of attendance shortly before my arrival in that part of the district, while the teacher at Landsborough had left, and the school was not again in operation during the year.

Inquiries into various matters affecting the teachers were held at Mooloolah, Pialba, Kilcoy, and South Caboolture.

Unusual activity was displayed by small centres of settlement during the year in making application for the establishment of schools in their neighbourhood, such applications having emanated from Copper Selection, on Petrie's Creek; Dundowran, near Pialba; Stanmore, near Durundur; Traveston and Tuchekoi, on the Brisbane and Gympie road; Tumcul, on the Upper Mary River; Peachester, on the Coochin Range; Kilcoy township, and the neighbouring community on Oakey Creek. The first four of these applications were reported upon more or less favourably, but the other five unfavourably, as not having a sufficient number of children of school age to provide the minimum average attendance required by the Regulations.

The Sunbury and Urangan State schools, together with the Bribie, Dundowran, Stanmore, Toorbul, and Traveston Provisional schools, and the Roman Catholic school at Monkland, were examined this year for the first time.

The denominational schools subject to inspection were the Catholic Boys' and Girls' schools at Gympie, and the one at Monkland. As these schools are not under the Department the statistics relating to them will not be included in the tables to be given later in this report, but it may here be stated that the total number of children examined in them was 383.

**SCHOOLS IN OPERATION.**—The schools in operation in this district during the year may be classified as follows:—

State schools for Boys only	...	...	...	...	...	...	2
" " " Girls only	...	...	...	...	...	...	1
" " " Infants only	...	...	...	...	...	...	1
" " " Girls and Infants	...	...	...	...	...	...	1
" " " Boys, Girls, and Infants	...	...	...	...	...	...	21
Provisional schools	...	...	...	...	...	...	47
Roman Catholic schools	...	...	...	...	...	...	3
Total schools of all kinds	...	...	...	...	...	...	76

**CHANGES, &c.**—The shifting of population consequent on the completion of the North Coast Railway has caused the transference of the formerly existing Maroochy School to Petrie's Creek, now known as Nambour; and the school for aboriginal children at Dunwich has been removed to a new location on Bribie Island; while new Provisional schools have been established at Dundowran (known locally as The Mountain), near Pialba; at Toorbul, a settlement between Caboolture and the coast; Stanmore, on the old Gympie road, above Durundur; and Traveston, on the Brisbane road, south of Gympie. State school buildings have been erected at Cobb's Camp; but the falling-off in the attendance prevents the recognition of a State school at this place. A movement has been made to establish a State school at Landsborough, to supersede the Provisional school; but I am not aware that any decided steps have been taken in connection with this matter.

MATERIAL

## MATERIAL ORGANIZATION.

**SCHOOLROOMS.**—Allowing a space of 10 square feet per child in average attendance, the school-rooms provide accommodation for 2,974 children in State and 1,418 in Provisional schools; but as the average attendance in the various schools during the quarter previous to the inspection was respectively 3,290 and 771, it follows that there must be crowding of children and insufficient accommodation in some of the State schools, while the accommodation in Provisional schools is ample to meet current requirements. This crowding was observable in the Gympie Central Girls' and Infants' School, the One-Mile Girls' and Infants' schools, and the Albert and Tinana schools. At the One-Mile schools it was subsequently entirely relieved by the new and commodious building erected for the boys, and which was occupied by them near the end of the year.

Nearly all the State school buildings are in fairly good condition; but those at Gympie Two-Mile, Tewantin, Buderum, and Camp Flat will soon need to be painted. Though much has been done to improve the older room at the Gympie Central Boys' School, a good deal yet remains to be done to make its condition satisfactory.

Many of the Provisional school buildings are of recent construction, and are in good condition; but several of those of older date show various degrees of dilapidation. Such are the buildings at Stony Creek and Glastonbury. That at Eel Creek has been extensively attacked by white ants; and as it has only hanging wooden shutters in the window openings it is a very dismal place in bad weather. Ants had committed considerable ravages in the Neardie building during the time the school was closed; but the committee were working energetically to combat them. The school at Bunya Creek had been removed to a much more suitable building than that it formerly occupied; and the length of the schoolroom at Blackall Range had been considerably increased. At the comparatively new building at Yandina the slabs forming the walls had shrunk to such an extent as to readily admit two or three fingers between them at almost any part of the room. The Cooran and Nambour schools are conducted in temporary, make-shift buildings, though in both places there has been a good deal of talk about the erection of suitable schoolrooms.

The schools were generally satisfactorily supplied with furniture and apparatus and requisites for teaching, deficiencies being relatively few and unimportant. As a rule, reasonable care is taken of the furniture, though there were a few instances in which this was not the case in regard to the use of blackboards and maps when in use on the verandahs. In Provisional schools one still sometimes finds the maps when not in use carefully rolled up and stowed away in a corner; and this was the case also in one State school. Blackboards are sometimes so heavy that female teachers are unable to lift them, in which case they remain permanently in one position in the room, to the detriment of their usefulness. The want of a suitable press for storing books and other material is strongly felt in several Provisional schools. The practice of boxing off a corner of the room is sometimes resorted to; but the press so formed will seldom admit such books as the school registers, and is generally objectionable in other ways.

**GROUND.**—It is satisfactory to be able to report this year much more favourably regarding the care and attention devoted to school grounds, though this is not so much due to any special increase of care in this respect, but to the fact that my district now includes several schools in and about Maryborough, the grounds of which, in nearly all cases, receive a commendable amount of attention from both teachers and committees. Such are those of the Albert, East Maryborough, Howard, and Tinana schools. At the new Sunbury School the grounds had been entirely denuded of trees; but the teacher had made a vigorous effort to diminish their baldness by planting a large number of shade and ornamental trees about the buildings. At Dunmora the grounds had been cleared of undergrowth; while the committee at Mount Bopple had completely cleared 2 acres and had securely fenced the recently-planted ornamental trees. At Yandina the trees about the school had been felled and left. These, in conjunction with the rapid growth of grass and bushes about the school, were providing a double source of danger—namely, of fire to the building and as a harbour for snakes.

In the early part of the year preparations for tree-planting on a rather extensive scale were in progress at several of the schools in the northern part of the district, notably at Howard. In some cases the trees planted two years ago are thriving, and are beginning to have a distinctly ornamental effect; while in others poverty of soil or neglect had rendered nugatory the efforts then made. At Rosemount a promising set of young trees had been left unprotected, and had been eaten down by goats.

The cultivation of flowers in beds or borders is industriously carried on at several schools. The most effective display was at Howard. The gardens at the One-Mile Girls' and Infants' schools were carefully tended; while the combination of industry, skill, and taste in laying out the ground displayed by the teacher at Kilkivan was highly creditable and is deserving of special mention. Among Provisional schools the most creditable effort in this direction was that made at Neurum Creek.

A substantial and commodious play-shed has been erected in the grounds of the Gympie Central Boys' School, making the eleventh State school in the district that possesses this useful appendage.

The Kilkivan School ground has been well and substantially fenced, and the fences at the Gympie Central schools have been renovated and put in a thoroughly satisfactory condition. Those of the Monkland, Myrtle, and Yengarie schools were found to be very defective and in need of extensive repairs.

Lavatories are provided at nearly all State schools, but in most Provisional schools they are represented merely by a basin, the proximity of which to the tank is sometimes the cause of a rather wasteful expenditure of water. Increasing care is being taken regarding the disposal of the children's hats, and it is seldom that one now finds them thrown into an indiscriminate heap in some corner of the room.

**OUTHOUSES.**—The state in which the closets are kept is so often an indication of the general tone of the school that it is satisfactory to state that they were in nearly every case kept in a thoroughly cleanly condition, with an almost entire absence of any objectionable markings. Those at Stony Creek Provisional School were in a ruinous condition, and those at the new schools at Traveston and Dundurn were not properly constructed. At a few of the Provisional schools the proper placing of these outhouses has not received sufficient consideration, some being too close together, and others having been placed opposite each other.



**WATER SUPPLY.**—At all State schools the supply was ample, except at Myrtle, where the tanks were worn out.

At Provisional schools the supply was very varied in character. At some it was good, but at no less than 18 of these schools there was either no supply at all, or it was dependent on adjacent rivers, creeks, or lagoons, or on the goodwill of neighbours.

**TEACHERS' RESIDENCES.**—These are to be found in connection with all the boys' and mixed State schools in the district, and are generally in fairly good condition. Various improvements had been carried out at the residence at South Caboolture, two bedrooms were added to that at Buderum, while the addition of a back verandah to that of Tewantin had been materially conducive to the teacher's comfort.

Sixteen of the Provisional schools are provided with residences as separate buildings, while in seven cases there is limited accommodation for the teacher in part of the school building. Those at Cobb's Camp and Owanyilla were erected as adjuncts to State schools and are roomy and comfortable. At Gunalda and Miva the residence is occupied, but not by the teacher; while at Cobb's Camp, Dunmora, Kilcoy, and Neurum the teachers, for various reasons, reside elsewhere than at the school.

### INTERNAL ORGANIZATION.

**TEACHERS.**—The total number of teachers employed in the schools of this district at the time of inspection was 148,—119 of these being adults and 29 pupil-teachers. Of the adult teachers 74 head teachers and assistants were employed in State and 45 in Provisional schools. Pupil-teachers are employed in 18 of the 26 State schools of the district.

Taking the average attendance for the quarter preceding inspection as the basis of calculation, and omitting the 2 new Provisional schools at Dundowran and Stanmore that do not contribute to this percentage, it is found that there was an average of 28 pupils under instruction by each teacher. The average in State schools is 32 pupils per teacher, but in Provisional schools it is only 18. These numbers show a considerable increase this year in the average for State schools, but some diminution in that for Provisional schools, chiefly owing to the inclusion of several small exceptional schools, such as those at Mary River Heads, Double Island Point, Inskip Point, and Sandy Cape, which also unfavourably affect the average for all schools. Owing to the change in the limits of the district at the beginning of the year, it is difficult to make an absolute comparison in this respect between the years 1890 and 1891; but in 17 of the State schools included in the district in both years the average rose from 24 to 29 pupils per teacher. Among State schools, the Albert, Tiaro, and Urangan schools gave averages of over 38 pupils per teacher; the Monkland school having the highest average of 40 per teacher. In 15 of the Provisional schools the average was over 20; the highest being Villeneuve with nearly 45.

The State schools, notwithstanding the increase in the number of children to be taught, were found to be sufficiently staffed, there being few cases in which the teachers could be said to be at all overtasked, though all had their time quite fully occupied.

In this connection it should be noticed that though the teachers in Provisional schools have, as a rule, a smaller number of pupils under their direction, the variety of their work in relation to the number of different drafts to be taught makes ample amends for any deficiency of number of pupils; so that all are kept fully employed.

The distribution of the staff in State schools was in nearly all cases so arranged as to bring the strength of the individual teachers to bear directly upon that part of the school in which their work would be likely to tell with the greatest effect. The general employment of capable assistant teachers to direct the work of the lower drafts of the schools, instead of leaving it in the hands of inexperienced pupil-teachers, is a practical recognition of the principle that younger children should be well taught, so as to lay a solid foundation for good work in after time.

The zeal, energy, and industry shown by the teachers as a body in the performance of their duties are worthy of free and hearty recognition, the exceptions being so few as not to call for any special comment.

The degree of professional capacity of the different classes of teachers in State schools varies considerably, but is generally of a satisfactory character; while that of Provisional school teachers usually suffices to enable them to carry their work to a fairly satisfactory issue. It is noticeable that in several cases committees of Provisional schools have been content to recommend to the Department as teachers of their schools young people whose only merit is that they have been successful in passing some of the pupil-teacher examinations, without having any actual experience as teachers. Now, though the fact of their having so passed is a guarantee of a certain degree of scholarship, it is no proof of the possession of ability to independently conduct a school, however small it may be; and committees should be cautious about making such recommendations.

It is probably due to the fact that a considerable number of young teachers have during the past two or three years attained the rank of classified teacher that the average status of the teachers of this district is comparatively low, no less than 75 per cent. of the adult teachers in State schools having no higher standing than that of Third Class. It is, however, gratifying to note that the favourable conditions for passing the examination for Second Class now existing have induced a number of Third Class teachers to make an effort to attain the higher status, though the character of the work done in many of the examination papers shows that some at least of the candidates have come ill-prepared for the trial, and have entertained a very low estimate of the character of the work necessary for a pass.

A similarly low degree of status obtains among the Provisional school teachers, no less than 22 out of 45 having passed no regular examination as teachers, though 10 of them, mostly male teachers, have made an effort to attain to the regular status either of temporary or of classified teachers.

It might be useful to mention here that a considerable amount of unnecessary trouble is caused by some of the examinees failing to intimate to the Inspector, when he visits their schools, their intention to sit at the ensuing examination, thus making their examination incomplete and depriving themselves of marks necessary to make a complete pass possible.

TABLE



Table A.  
TEACHERS IN STATE SCHOOLS.

Status.	Males.		Females.	
	Head Teachers.	Assistant Teachers.	Head Teachers.	Assistant Teachers.
Class I. ... ..	2	0	0	0
Class II. ... ..	11	3	2	0
Class III. ... ..	9	11	2	33
Unclassified ... ..	0	0	0	1
Total ... ..	22	14	4	34

Table B.  
PUPIL-TEACHERS IN STATE SCHOOLS.

Status.	Males.	Females.
Fourth Class ... ..	3	11
Third Class ... ..	1	6
Second Class ... ..	1	4
First Class ... ..	0	3
On Probation ... ..	0	0
Total ... ..	5	24

Table C.  
TEACHERS IN PROVISIONAL SCHOOLS.

Sex.	Have passed no stated Examination.	Have passed the Examination for Admission as a Temporary Teacher under the Department.	Have held the rank of Classified Teacher under the Department.
Males ... ..	12	6	5
Females ... ..	10	11	1
Total ... ..	22	17	6

PUPILS.—The aggregate enrolment of pupils in all schools for the quarter preceding inspection was 5,493, of whom 4,391 were pupils in State and 1,102 in Provisional schools.  
The total average attendance in the two classes of schools was respectively 3,290 and 771; or 75 and 70 per cent. of the aggregates.

Forty-one children are reported by the teachers as attending no school, while 405 were found to have attended less than four-fifths of their possible time. In the country districts a good many irregular children do not come into the latter category on account of the two-mile limitation in regard to residence. It is difficult for teachers of large town schools to give a return in reference to those attending no school at all approaching accuracy; but their registers afford information regarding the second item. In regard to schools where all the children of the district are known, every effort was made to secure accuracy in the return.

Whilst it is gratifying to note that the numbers given above show a great increase in steadiness of attendance compared with the figures for last year, it must be borne in mind that there were no special or unusual causes operating to adversely affect the regularity of attendance. In country schools much of the existing irregularity is caused by children being withdrawn to work on the farms; and though this may sometimes be unavoidable, there is too great a readiness on the part of many parents to avail themselves of their children's help to an undue extent. It also not unfrequently happens that such parents are among the first to make complaint regarding the consequent want of progress of their children. The cultivation of a more healthy public opinion regarding the advantages of, and the necessity for, regularity of attendance of the children at school is much to be desired. Most of the teachers do their best in this respect; but there are, on the other hand, too many who content themselves with complaining of the irregularity of their pupils, but are willing to let the evil go on practically unchecked. In some places members of school committees do much—and with good results—to combat this evil of irregularity, which threatens the very existence of several Provisional schools whose average attendance is only very slightly over the minimum.

Closely related to the question of regularity is that of punctuality. I believe it is a common experience of Inspectors to find that the amount of unpunctuality observable on the day of inspection is, as a rule, greater than that recorded for other days in the registers. This seems to be frequently due to a want of care on the part of the teachers who, when calling the roll, are too ready to accept without hesitation or demur the statement of children that they were in good time, when their own observation at the time of the classes falling into line should be sufficient to assure them to the contrary. The change made in the existing General Instruction No. 103 should do much towards remedying this defect. Punctuality was, on the whole, *very fair* in State, and *fair* in Provisional schools, varying to a much greater extent in the latter than in the former.

CLASSIFICATION.—The classification of the children was, as a rule, suitable and appropriate, being more so in State than in Provisional schools. The averages of the ages of the children in the various classes was very fairly in accordance with the recognised standard; but the individual cases of unusual length of time in class were decidedly more numerous than is usually the case, and formed the really weak point

point in regard to classification. The specification of time in the new schedule of work for the different classes ought to be a useful guide to teachers as an indication of the amount of time that it is expected any ordinary child will take to master the course of work in each class.

The cases of distinctly unsuitable classification were few in number; but one of the elements of weakness in dealing with this matter pointed out last year—namely, that of teachers giving to newly-admitted scholars, without examination, a classification equivalent to that which they affirm they had at their former school—is noticeable even in some of the best-conducted schools. This course of action may relieve the teacher of a little trouble at the time, but it is a contravention of the Regulations, and is sure to be the cause of difficulty in one form or another. The unnecessary and injudicious subdivision of the pupils into numerous drafts that was last year such an element of weakness in so many Provisional schools has this year been greatly modified, a material reduction having been made in the number of such drafts.

The percentage of enrolment in the various classes as shown in Table E is almost the same as that of last year, with the exception that Provisional schools have 2 per cent. fewer of children in the first class; and may therefore be considered to have improved their position to that extent. It is a rather singular coincidence that the average age of pupils in the fifth, fourth, and third classes is absolutely identical in both State and Provisional schools.

Table D.  
ATTENDANCE OF PUPILS.

	State Schools.		Provisional Schools.		Total.		Grand Total.
	Boys.	Girls.	Boys.	Girls.	Boys.	Girls.	
On roll, end of quarter preceding inspection ...	2,310	2,081	604	498	2,914	2,579	5,493
Average attendance during quarter preceding inspection	1,731·2	1,558·9	417·7	353·8	2,148·9	1,912·7	4,061·6
Attended four days out of five in quarter preceding inspection	1,289	1,148	312	263	1,601	1,411	3,012
On roll at date of inspection ...	2,170	1,942	574	485	2,744	2,427	5,171
Examined ...	1,810	1,586	438	387	2,248	1,973	4,221

Table E.  
CLASSIFICATION OF PUPILS.

Class.	On Roll at date of Inspection.		Percentage of Enrolment.	Examined.		Average Age of Pupils on Roll at date of Inspection.	Average Proficiency in all Subjects expressed as a Percentage.	
	Boys.	Girls.		Boys.	Girls.			
STATE SCHOOLS.								
Fifth	...	32	27	1·4	28	25	14·2	74·1
Fourth	...	194	203	9·7	169	168	13·3	66·0
Third	...	368	288	15·9	325	245	11·9	64·6
Second	...	713	652	33·2	584	516	9·9	63·9
First	...	863	772	39·8	704	632	7·2	64·0
Total	...	2,170	1,942	100·0	1,810	1,586	...	66·5
PROVISIONAL SCHOOLS.								
Fifth	...	2	2	0·4	0	0	14·2	...
Fourth	...	22	17	3·7	16	12	13·3	59·6
Third	...	84	77	15·2	69	55	11·9	58·3
Second	...	184	154	31·9	140	128	10·3	58·5
First	...	282	235	48·8	213	192	7·5	57·8
Total	...	574	485	100·0	438	387	...	58·5

DISCIPLINE may be characterised as *good* in State, and *very fair* in Provisional schools. It aims at, and in nearly all cases succeeds in securing, satisfactory working conditions in the schools, and is maintained with but a moderate resort to corporal punishment in any form. The general tone of the schools has been, with very few exceptions, distinctly satisfactory; and one marked evidence of its healthy character was the almost entire absence of attempts at copying or communication between the children when under examination.

RECORDS.—The registers and other records of the State schools and of most of the Provisional schools were neatly, carefully, and accurately kept; but in many of the latter class of schools some of these characteristics were more or less wanting. Some were disfigured by blots, and were wanting in neatness; and the minor deficiencies were more than usually numerous. Inexperience and want of attention to the directions given in the General Instructions were the cause of considerable deficiencies in three cases; and at one school the books had been dealt with in such a way as to make them thoroughly untrustworthy.

INSTRUCTION.—Time-tables were generally found to be very fairly constructed, having the time satisfactorily apportioned among the different subjects of instruction, and providing for a suitable sequence in the lessons.

METHODS.—As previously mentioned, my time was so fully occupied in the ordinary course of examination of the schools that there was no opportunity for making any second inspections; and consequently any remarks regarding the methods of teaching employed are of necessity based on observation made while the work of examination was being actively carried on.

The



The methods employed by trained and experienced teachers are usually suitable in character, and are applied with a considerable amount of energy and with a very fair degree of skill. Among junior teachers and teachers of Provisional schools there is a considerable tendency towards a mechanical style of dealing with most subjects, and of getting into a special groove. In regard to pupil-teachers, I am afraid that the instruction to be derived from the course of criticism lessons in which they take a part is too apt to be looked upon merely in a theoretical light, and is not allowed to have such a practical bearing upon the course of their daily work as it should have. The crudeness and the thoroughly mechanical style so frequently observable in the work of the untrained teachers of Provisional schools might readily be corrected, or at least ameliorated, by a reference to the pages of Joyce's Handbook that is supplied by the Department to all such schools; but I fear that this and similar books are seldom if ever taken down from the shelf of the school press, except when the teacher is preparing for an examination.

Reading is, on the whole, fairly well taught; but there are numerous points of weakness to which teachers might profitably devote their attention. Prominent among these is the frequent want of a clear, distinct style of enunciation, the children being allowed to read and speak in a mumbling undertone very trying to a listener. It is somewhat singular that this characteristic is not so much confined to individual schools as that it is prevalent in particular districts or groups of schools. Many of the younger children show an inability to group their words together, but plod steadily on their way through a monotonous string of words. Some become so familiar with the words of their lessons by frequent repetition that their reading is hurried and entirely wanting in expression. A peculiarity was noticed in quite a number of schools in the often misplaced emphasis given to personal pronouns. Carelessness in regard to the distinct articulation of terminal syllables, as "ing," was not at all uncommon. The change recently made in the reading books for schools may reasonably be expected to cause improvement in the reading generally, by providing a more interesting and better graduated series of lessons than those contained in the books previously in use.

*Object Lessons* should be among the most valuable and interesting of the lessons given in our schools, as affording an opportunity for directly increasing the pupils' knowledge of things in general and of leading them to take an intelligent interest in the things they see around them. As usually given, however, they are merely the dry and uninteresting repetition of a string of facts taken directly from the pages of books of "Notes of Lessons." When given in such a way as to interest the pupils, they supply a fund of useful matter for exercises in composition.

There were few cases in which the Temperance Lessons were intelligently treated.

*Writing* gives the best average of results among the subjects enumerated in Table F, that for all schools being *very fair*, while that for Provisional schools makes a nearer approach to the State school average than is the case in almost any other subject. Though the results are thus generally satisfactory, the following weak points may be referred to. There is a disposition to allow young children to write in copybooks before they have sufficient command over their hands to enable them to form the elementary strokes; and the chief weakness in the initiatory stage is that the pupils are not sufficiently exercised in the elementary strokes before being allowed to combine them into letters. Though many teachers conscientiously employ a considerable amount of time in making corrective marks in their pupils' copybooks, there is frequently no improvement in the subsequent work, and their time and trouble are wasted on account of their failure to insist on the pupils' attention being given to their marks.

*Arithmetic* gives evidence of having received more intelligent treatment than formerly. The results in a number of cases were very satisfactory, no less than 16 schools having made between 70 and 80 per cent. on the whole subject, while a large number of others closely approach the lower of these percentages.

While freely giving credit for the above-mentioned improvement, I am obliged to remark that it is evident that in many schools mental arithmetic is either greatly neglected, or is at any rate very superficially and inefficiently taught. The prescription of Longman's "Practical Mental Arithmetic" in the list of authorised books will do much to remove any ambiguity regarding the scope and character of the work expected to be done, and will leave no possible excuse for any neglect of the subject even by the most inexperienced teacher.

*Drill*.—Physical drill has now been introduced into a considerable number of the schools, and has become a very popular branch of the work.

*Vocal Music*.—In some State schools the results in this subject show improvement; but the amount of retrogression in Provisional schools more than counterbalances this advance, and makes the average for all schools slightly lower than in last year's report. The teachers of 1 State and 9 Provisional schools made no attempt to teach the subject in any form. In Provisional schools the instruction seldom goes farther than teaching the children to sing a few simple songs.

*Geography*.—Though this subject shows greatly improved results in State schools, much of the instruction given in Provisional schools is so meagre in amount and so desultory and unsystematic in character as to be of little practical value. A peculiarity noticed in the map-drawing of several schools is that of making the names so minute as to be almost undecipherable.

*Grammar*.—Much of the teaching in this subject results in the acquirement of a number of technical terms, the meaning and force of which are often but very imperfectly understood.

*History and Mechanics* are taught in State schools having a fourth class, the former subject being taught in 1 Provisional school, and the latter in none.

*Domestic Economy* gave fair results in State schools, and was attempted in 3 Provisional schools. At the Albert School, Maryborough, practical illustrations of various forms of cooking were given to the girls by the aid of a small stove.

*Needlework*.—Very satisfactory specimens of work were shown at many of the State schools as well as at some of the Provisional schools. The subject was taught in 21 of the latter class of schools.

*Home Exercises* continue, as a rule, to be carefully and neatly done. The fact that 15 of the 26 State schools obtained marks of from 70 to 77 per cent. for this branch is evidence that good work in this respect is not confined to a few schools. It was very seldom that the exercises were found to be too long; but they are open to improvement in being made less mechanical, and might be made more useful by being more frequently based upon lessons previously given in the school.

Considering



Considering its usefulness, it is a pity that drawing has not been able to find a place in the new schedule of requirements.

Table F.  
AVERAGE PROFICIENCY IN ALL SUBJECTS OF INSTRUCTION.

Subject.	Average Proficiency as a Percentage.		
	State Schools.	Provisional Schools.	All Schools.
Reading ... ..	65.0	59.8	61.6
Object Lessons ... ..	63.0	52.3	56.2
Writing ... ..	73.7	68.6	70.5
Arithmetic ... ..	63.3	57.9	59.8
Drill ... ..	70.0	56.1	61.5
Vocal Music ... ..	54.0	41.9	46.5
Geography ... ..	60.2	54.2	56.4
Grammar ... ..	58.2	48.9	52.3
Derivation ... ..	67.9	49.8	57.3
Composition ... ..	67.9	62.9	64.7
History ... ..	62.5	70.0	62.9
Mechanics ... ..	59.1	Not taught.	59.1
Domestic Economy ... ..	62.8	63.3	62.9
Needlework ... ..	69.0	56.3	62.8
Home Exercises ... ..	70.6	55.7	61.2

Last year I ventured to express an opinion that higher average results might be anticipated in the following year, and am glad to be able to state that my anticipation has been verified, as the general result for all subjects of instruction gives 64.4 per cent., or *over fair*, for State schools, and 57 per cent., or *approaching fair*, for Provisional schools, as against 56.6 and 51.3 per cent. respectively last year.

The following table supplies information on various points regarding the schools individually. The Provisional schools at Landsborough and Mount Eerwah are not included in this enumeration for reasons already stated:—

Table G.  
SCHOOLS IN ALPHABETICAL ORDER.

Schools.	Highest Class.	Accommodation in square feet.		Attendance.						Discipline.	General Condition.	Progress.	Children between the ages of 5 and 13, within 2 miles, who do not		
		Inside Floors.	Verandah Floors.	On Roll at Date of Inspection.	Examined.	Average for Quarter preceding Inspection.		Attended 4 days out of 5.					Attend any School.	Attend at least 60 days in each half-year	
						Number of Pupils.	Percentage of Enrolment.	Number of Pupils.	Percentage of Enrolment.						
STATE SCHOOLS.															
Buderum Mountain ...	IV.	700	560	58	51	43.2	80.0	35	64.8	Fairly good ...	Satisfactory ...	Very fair ...	0	0	
Caboolture North ...	IV.	1,000	800	78	64	55.6	69.5	41	51.2	Very fair ...	Satisfactory ...	Very fair ...	1	5	
Caboolture South ...	IV.	480	360	50	37	42.7	67.0	28	44.0	Very good ...	Very satisfactory ...	Good and sound ...	0	0	
Camp Flat ...	IV.	540	480	34	26	25.0	78.1	22	68.7	Fairly good ...	Fairly satisfactory ...	Very slow, and not generally sound	0	4	
Gympie Central (Boys)...	IV.	1,800	1,240	230	212	206.2	76.9	172	64.2	Good, on the whole	Satisfactory ...	Steady, and fairly sound	6	7	
Gympie Central (Girls and Infants)	IV.	1,800	1,632	412	359	354.7	72.8	267	54.8	Good ...	Satisfactory ...	Generally sound, but slow	0	63	
Gympie, Monkland ...	IV.	2,000	1,264	273	242	241.0	78.7	193	63.0	Good, on the whole	Quite satisfactory ...	Generally good ...	0	20	
Gympie, One-Mile (Boys)	V.	2,150	1,230	283	226	204.1	75.9	132	49.0	Very fair ...	Satisfactory ...	Fairly good, but slow	...	16	
Gympie, One-Mile (Girls)	V.	1,200	2,400	296	241	215.1	79.4	161	59.4	Good ...	Fairly satisfactory ...	Very fair, but not sound	0	2	
Gympie, One-Mile (Infants)	I.	1,000	400	356	279	277.5	70.0	196	50.0	Good ...	Satisfactory ...	Steady, but rather slow	0	33	
Gympie, Two-Mile ...	IV.	630	500	71	31	44.9	66.1	35	51.4	Greatly improved	Progressive and improving	Fairly good ...	3	8	
Howard ...	V.	1,918	1,328	165	137	141.1	74.6	91	48.1	Good ...	Satisfactory ...	Good; steady...	0	6	
Kilkivan ...	III.	540	480	63	60	54.9	81.9	52	77.6	Good ...	Decidedly satisfactory	Sound and steady ...	0	4	
Maryborough, Albert ...	V.	4,200	3,424	726	589	583.9	78.7	430	58.0	Very good ...	Very satisfactory ...	Good and sound ...	0	60	
Maryborough East ...	IV.	1,200	888	121	112	93.0	76.3	77	63.1	Good generally	Satisfactory ...	Sound and good, but slow	3	12	
Maryborough, Sunbury	III.	960	320	77	56	56.4	73.2	46	59.0	Fair, on the whole	Fairly satisfactory ...	Steady ...	0	0	
Mungar ...	IV.	600	360	61	55	50.4	70	30	40.0	Very good ...	Very satisfactory ...	Good and sound ...	0	2	
Myrtle ...	V.	480	420	67	53	48.6	70.4	34	49.2	Mild; effective	Fair ...	Steady, but generally slow	1	8	
Nudgee ...	IV.	496	496	65	57	47.9	69.4	21	30.4	Good ...	Satisfactory ...	Very fair ...	0	2	
Pialba ...	IV.	630	560	57	45	45.3	73.1	30	48.4	Good ...	Very satisfactory ...	Very good ...	1	3	
Tewantin ...	IV.	666	560	49	34	37.3	73	34	66.6	Very fair ...	Shows considerable improvement	Fair ...	1	0	
Tiaro ...	IV.	1,386	640	168	105	116.1	61.8	79	44	Very fair ...	Fairly satisfactory ...	Very fair, but generally slow	0	20	
Tinana ...	V.	1,150	803	181	171	159.4	77.6	115	56.0	Good ...	Very satisfactory ...	Good and sound ...	0	11	
Urangan ...	III.	640	544	42	38	34.8	82.6	38	80.8	Good ...	Quite satisfactory ...	Good ...	3	5	
Woodford ...	IV.	540	420	54	46	43.9	77.0	35	61.4	Fair ...	Satisfactory ...	On the whole, good ...	0	6	
Yengarie ...	IV.	1,000	800	84	61	63.1	70.2	43	47	Moderate ...	Not satisfactory ...	Slow and unequal ...	0	17	
PROVISIONAL SCHOOLS.															
Blackall Range ...	V.	240	0	16	15	12.4	88.5	11	78.5	Good ...	Satisfactory ...	Fairly good ...	0	0	
Bribie ...	II.	420	432	30	23	21.8	83.8	18	69.2	Kindly; but judiciously firm	Satisfactory ...	Good, and fairly sound	0	0	
Bunya Creek ...	IV.	224	96	19	16	16.0	84.2	11	57.9	Good ...	Satisfactory ...	Good ...	0	4	
Burpengary ...	III.	336	192	23	12	17.9	61.7	9	30.0	Not sufficiently firm	Moderately satisfactory	Very fair ...	0	7	
Cobb's Camp ...	IV.	540	480	35	19	28.1	73.9	17	44.7	Fair ...	Very partially satisfactory	Very fair, but slow ...	1	4	
Coochin Creek ...	IV.	432	192	36	33	27.5	72.3	19	50.0	Good ...	Very satisfactory ...	Steady ...	0	2	

TABLE

Table G—continued.  
SCHOOLS IN ALPHABETICAL ORDER—continued.

Schools.	Highest Class.	Accommodation in square feet.		Attendance.						Discipline.	General Condition.	Progress.	Children between the ages of 5 and 15 within 2 miles, who do not		
		Inside Floors.	Verandah Floors.	On Roll at Date of Inspection.	Examined.	Average for Quarter preceding Inspection.		Attended 4 days out of 5.					Attend any School.	Attend at least 60 days in year.	
						Number of Pupils.	Percentage of Enrolment.	Number of Pupils.	Percentage of Enrolment.						
PROVISIONAL SCHOOLS—continued—															
Cooran	IV.	248	144	22	22	195	65.0	19	63.3	Fairly good	Satisfactory in some respects	Very fair, but not sound	3	7	
Cootharaba	III.	240	168	19	14	173	72.4	11	45.5	Very fair	Fair	Very fair	0	0	
Dahmongah	IV.	336	0	33	23	191	57.9	6	14.2	Very fair	Very moderate	Slow	0	0	
Deborah	III.	336	112	9	9	151	68.0	10	45.0	Good	Very satisfactory	Good	1	1	
Diddillibah	III.	510	64	35	29	292	64.9	21	46.8	Fairly good	Satisfactory	Very fair	2	7	
Double Island Point	IV.	144	36	7	7	58	82.8	5	71.4	Very moderate	Not satisfactory	Very moderate	0	0	
Dundathu	III.	510	0	29	23	290	97.6	26	81.2	Moderate; insufficient to secure honest and steady work	Moderately satisfactory	Some, but irregular	1	0	
Dundowran	III.	334	168	22	22	...	...	...	...	Very fair	Not satisfactory	Some, but irregular	0	0	
Dunmora	IV.	336	320	24	20	219	84.2	18	69.2	Good	Very satisfactory	Good	0	1	
Eel Creek	III.	364	0	24	17	140	66.6	10	47.6	Very fair	Moderately satisfactory	Moderate	0	1	
Fair Hill	III.	192	168	15	13	122	71.7	11	64.7	Very fair	Shows considerable improvement	Very fair	0	0	
Glastonbury Creek	V.	308	0	31	14	222	63.0	6	17.2	Fair	Unsatisfactory	Moderate	0	0	
Glenbar	III.	288	168	...	9	95	63.3	7	46.6	Very fair	Satisfactory	Fairly good	0	0	
Gunalda	IV.	288	108	23	21	226	69.5	16	46.6	Good	Very satisfactory	Good and sound	1	2	
Gunialah	II.	490	240	29	11	159	61.1	12	46.1	Pretty fair	Fairly satisfactory	Pretty fair	0	0	
Inskip Point	III.	290	280	13	12	108	64.6	10	62.6	Pretty fair	Not satisfactory	A little, and very irregular	0	0	
Kilcoy	IV.	290	150	16	18	33	66.6	7	35.0	Pretty fair	Unsatisfactory	Little real	0	0	
Kilkivan Junction	IV.	336	112	27	24	304	70.3	13	44.8	Good	Satisfactory	Generally good	1	2	
Lagoon Pocket	IV.	240	320	27	17	97	59.7	...	51.5	Good	Very satisfactory	In most cases, good	0	16	
Mary River Heads	II.	190	140	5	5	47	94.0	5	100.0	Very fair	Very moderately satisfactory	Moderate, and not sound	0	0	
Mira	III.	324	204	...	14	136	75.6	...	72.2	Very fair	Satisfactory	On the whole, good	0	0	
Mooloolah Plains	III.	290	0	...	14	115	67.0	10	52.0	Fairly good	Fairly satisfactory	Very fair	2	1	
Mount Bopple	IV.	265	84	19	15	143	84.0	13	70.0	Good	Quite satisfactory	Good	0	0	
Munna Creek	II.	375	120	25	18	180	69.2	...	46.2	Very fair	Not satisfactory	Hasty, irregular, and unsound	3	0	
Nambour	IV.	512	0	36	27	216	55.3	17	43.5	Fair	Only very partially satisfactory	Fair, but too hasty	0	0	
Nearie	IV.	299	292	17	15	142	67.6	9	42.8	Very fair	Fairly satisfactory	Steady	0	0	
Neurum Creek	III.	375	150	24	16	144	80.0	12	68.6	Good	Satisfactory	Fairly good	0	1	
Owanilla	III.	612	610	34	26	226	58.4	15	39.4	Good	Satisfactory	Good	2	2	
Pioneer's Rest	III.	490	480	37	35	258	69.7	13	35.1	Very fair	Very fairly satisfactory	Very fair	0	1	
Rosehill	III.	336	144	33	27	167	53.9	...	25.8	Good	Shows great improvement	Very fair	0	0	
Rosemount	III.	480	150	19	18	130	65.0	17	85.0	Fairly good	Satisfactory	Good	2	2	
Sandy Cape	II.	288	77	11	9	112	93.3	11	91.6	Kindly, and fairly effective	Satisfactory	Unequal, but fair	0	0	
Stanmore	II.	420	210	17	13	...	...	...	...	Good	Very promising	Good	...	...	
Stony Creek	IV.	168	98	20	15	129	53.7	...	4	16.6	Very fair	Moderately satisfactory	Fair, but uneven	2	2
Toorbul	II.	408	0	18	13	134	89.3	13	86.6	Very fair	Promising	Very fair	0	0	
Traveston	III.	360	0	15	15	126	82.6	15	100.0	Moderate	Unsatisfactory	Scarcely any	0	0	
Villeneuve	IV.	480	336	47	45	413	96.0	38	79.1	Good	Quite satisfactory	On the whole, good	0	1	
Waraba	III.	320	180	27	12	204	76.7	16	57.1	Fairly good	Satisfactory	Steady, but rather slow	0	1	
Yandina	IV.	450	210	36	31	282	67.1	25	59.5	Not sufficiently exacting	Only partially satisfactory	Very fair	0	19	

For good discipline, sound progress, and satisfactory condition generally, the best of the State schools were those of South Caboolture, Albert, and Mungar, closely followed by those at Kilkivan, Pialba, and Tinana, the Provisional schools in the same category being those of Coochin Creek, Dunmora, Gunalda and Mount Bopple.

The regularity and steadiness of attendance at Kilkivan, Urangan, Villeneuve, and Blackall Range are very creditable to those schools, and are a good indication of the estimation in which they are held locally, this being the case with the first-mentioned in a very marked degree.

It is highly creditable to the Urangan School that, notwithstanding the fact that its teacher had to sustain the whole burden of the work of a State school single-handed, it was able to produce the best results in reading, writing, arithmetic, and geography, and stood second on the list for object lessons; while the neighbouring school at Pialba gave the highest returns for derivation, composition, and mechanics, and stood equal with South Caboolture for the best results in grammar. The drill at Howard, vocal music at the Albert School, history at East Maryborough, domestic economy at Gympie Central Girls' School, and the needlework at Mungar, were highly commendable. South Caboolture and the Gympie Central Girls' School divide the honours for the best home exercises.

Nine pupils of the schools in this district—6 boys and 3 girls—were successful at the recent examination for Grammar school scholarships. Two were pupils of the East Maryborough School, 6 of the Albert School, and 1 of the Gympie One-Mile Boys' School.

I have, &c.,

WALTER  
Dix

The Under Secretary, Department of Public Instruction, Brisbane.



## WEST MORETON DISTRICT.

## REPORT OF MR. DISTRICT INSPECTOR KENNEDY.

Brisbane, February, 1892.

SIR,—I have the honour to submit the following General Report on the West Moreton District for the year 1891:—

## DISTRICT.

LIMITS.—This district was placed in my charge at the beginning of 1890, and there is no change to note in its limits as detailed in my General Report for that year.

APPROPRIATION OF TIME, ETC.—Seven weeks in the early part of last year were occupied in valuing papers written at the preceding examination of teachers; two weeks in compiling my report for 1890; and nearly four weeks in assisting in the Education Office. Work in the field commenced on 20th April, and between that date and the end of the year 72 schools were inspected in detail, these being all that were in operation in the district; 10 inquiries were held—5 of them in connection with applications for the establishment or re-opening of schools, 2 in connection with complaints against teachers, and 3 on other matters; the necessary reports in connection with the foregoing were prepared and forwarded; the teachers' drawing class in Ipswich was also inspected and reported on; a set of examination papers for teachers was drafted; and about a week was occupied in conducting the annual general examination in Ipswich. My leave of absence during the year amounted in all to seventeen days.

SCHOOLS IN OPERATION.—These were classed as follows:—

State schools for Boys only ... ..	3
„ „ Girls and Infants only ... ..	3
„ „ Boys, Girls, and Infants ... ..	38
Provisional schools ... ..	24
Denominational schools ... ..	4
Total schools of all kinds ... ..	72

SCHOOL CHANGES.—At the beginning of the year, a new State school was opened near Harrisville Railway Station, and was named the Harrisville State school, the school previously known as such, situated about two miles off, being reduced to Provisional status, and its name changed to Hillgrove. Immediately after the winter vacation a new State school was opened at Blantyre, superseding the Provisional school in that place. New Provisional schools were opened at Maroon and Mount Campbell; these, together with the Provisional school at Carney's Creek, which was opened late in 1890, received in this year their first inspection.

At the close of the year a new State school was ready for opening at Templin, and it is now in operation. A Provisional school was approved of conditionally at Moogerah; Provisional schools were also authorised at Charlwood and Cannon Vale, and the latter of these has lately been opened. The building for a Provisional school at Moorang has been partly erected.

I am not aware that anything further has been done in the way of providing Provisional schools at Croftby, Fassifern Scrub (near Teviotville Railway Station), and Black Flat, the establishment of which was noted in my general report for 1890 as having been authorised.

DENOMINATIONAL SCHOOLS.—These include 3 Roman Catholic schools in Ipswich and 1 in Helidon. I believe that there is also a Roman Catholic school working in Gatton, but it is not under State inspection. The pupils examined in the foregoing numbered 357, the total time of inspection being 8½ days. The statistics hereinafter given are irrespective of the schools in question, which are not again referred to in this report.

## MATERIAL ORGANIZATION.

SCHOOLS.—In most of the State schools the space available is ample for the requirements. The school at Ipswich North (girls and infants) has been for some time very much overcrowded, but is now being enlarged by the addition of a room measuring 51½ feet by 22 feet. In consequence of the growth of the attendance, a room measuring 20½ feet by 18 feet has been added to the school at Newtown. The recently opened schools at Harrisville and Blantyre together afford room for 140 pupils.

The condition of the State school buildings is generally satisfactory, ranging from good to excellent in half the schools, and being fair or very fair in most of the remainder. The building at Laidley South, however, is unsightly and dilapidated, and the building at Ipswich East is unattractive in appearance and has a leaky roof. Much needed repairs to the roof at Ipswich West (girls and infants) have recently been made, and at Rosewood and Alfred also the school roofs were repaired during the year. Painting is much needed at several schools, especially Burnside, Glamorgan Vale, Normanby, and Tent Hill Lower.

The Provisional schools at Gatton, Helidon, Hillgrove, Postman's Ridge, and Tent Hill Upper were at one time State schools, and are held in buildings belonging to the Department. At Deep Gully a part of the teacher's residence is used as a school; this arrangement, sanctioned at first as a merely temporary one, has lasted now eighteen months, and seems likely to continue as long as the Department will tolerate it. The remaining Provisional schools, with the exception of 4, are fairly neat weather-board structures. Those recently erected at Mount Campbell and Maroon are very well built; the latter especially is in both appearance and finish unique in its class, and is the best Provisional school in the district, although it is closely pressed for this distinction by the school at Coleyville, which has been painted and otherwise improved since it was previously inspected. A verandah has been added to the school at Mount Flinders, but the schools at Mount Campbell, Mount Crosby, and Monkey Waterholes are still without this most desirable adjunct.

FURNITURE AND MATERIAL.—The State schools as a rule were found to be well supplied with furniture and material. Minor deficiencies observed during the course of inspection were attended to at the time.

The



The Provisional school fittings were usually sufficient and fairly suitable, and the supply of material ample. At Summerhill, however, there was still neither easel nor clock, though the need for both had been brought specially under the notice of the School Committee at the preceding inspection. The new schools at Mount Campbell and Maroon were very creditably equipped, and that at Carney's Creek was very fairly furnished.

**HAT ROOMS AND LAVATORIES.**—The lavatory appointments, as far as State schools are concerned, are more complete than they formerly were, soap and towels being now commonly provided; the latter, however, appear in some cases to be not changed as often and regularly as they should be.

In several of the Provisional schools there is not even a basin for the pupils to wash in; and, in some, pegs or nails on which to hang up the hats are either entirely wanting, or else very inconveniently placed. These defects could be remedied with little trouble or expense.

**GROUNDS.**—*State Schools.*—The only State school grounds unenclosed at the time of inspection were at Harrisville and Blantyre, two schools opened during the year, and at both of them the committee had taken, or were taking, steps to have fences erected. At Laidley South, not all the ground was enclosed, but only a small part of it at the back of the school buildings. The fences were noted as more or less defective at Ipswich Middle, Ipswich West (girls and infants), Alfred, Normanby, Kirchheim, and Milora, while at Marburg the front fence was both insecure and unsightly. At Roadvale a neat sawn paling fence along the road frontage had been erected since the school was previously inspected, and a similar fence was in course of erection at Rosewood at the time of my visit.

There is nothing new to note in the matter of play-sheds. The large school at Laidley North is still unprovided with this very useful accessory.

The schools at Newtown and Ashwell have fair gymnastic apparatus. Substantial swings have lately been erected at Milora and Laidley North, and are found at a few other schools.

Tree-planting and flower cultivation, the outcome of the Arbor Day movement, have already added considerably to the attractiveness of many of the grounds. At some schools, as Milora and Ma Ma Creek, the committee encourage the children's efforts in this direction by offering prizes for the best kept flower-beds. It is not possible within the limits of such a report as this to specify every instance where credit is due for what has been done in the way of improving the grounds, but special mention may be made of the marked success that has attended the efforts of the teachers at Minden, Tallegalla, and Ashwell, and also of the very well-kept grounds at Ebenezer, Roadvale, Kirchheim, Glamorgan Vale, and Milora. In several other instances it was observed that considerable alteration for the better had been secured between inspections, this being markedly the case at Tent Hill Lower, owing to the removal of the weeds by which the grounds there were formerly disfigured, at Alfred, and at Ma Ma Creek. At some schools, as Dugandan, Teviotville, Milbong, Blenheim, Hatton Vale, and Murphy's Creek, the trees planted have made little progress. Nothing has been done in the way of tree-planting at Laidley South, and at Ipswich East, though most of the trees set are doing well, the general appearance of the grounds is not at all prepossessing.

*Provisional Schools.*—Fences are found at the 5 Provisional schools which were formerly State schools, but at Postman's Ridge they are in a very bad state. Referring to these schools only, the grounds at Hillgrove have had considerable labour bestowed on them, and those at Tent Hill Upper and Helidon are fairly kept, but the surroundings at Gatton and Postman's Ridge are uninviting. Of the remaining 19 Provisional schools 9 have enclosed grounds, and at most of them something has been done in the way of tree-planting or flower cultivation, or both, the schools deserving special mention for what has been accomplished in this direction being those at Limestone Ridges, Carney's Creek, Mount Whitestone, and Coleyville. At the last-mentioned of these the pupils compete for prizes which the committee offer for the best tended flower-beds.

**OUTHOUSES.**—The closet accommodation was insufficient at Newtown and Ipswich North (girls and infants) when those schools were inspected, but at the former it has since been increased. At Ipswich North (boys) there is no closet for the teachers, and at Burnside, Normanby, and Purga Creek there is no closet in connection with the residence. Defects in the closet accommodation at Limestone Ridges and Deep Gully, mentioned in my last report, have been remedied. The departmental requirements in regard to closet accommodation were found to have not been fully complied with in the lately opened school at Mount Campbell, and also at Carney's Creek, while at Postman's Ridge the boys' closet was so dilapidated as to be quite unfit for use. In addition to the foregoing the closets were in some respects unsatisfactory at Mount Sylvia, Mount French, and Summerhill.

**WATER SUPPLY.**—The State schools are generally well found in this respect. Nearly half the Provisional schools are unprovided with tanks; but at all of these, except Summerhill, Deep Gully, and Monkey Waterholes, water can be obtained from a creek close by.

**TEACHERS' RESIDENCES.**—The bulk of the residences provided in connection with the State schools are in good condition and very fairly comfortable. The most marked exceptions to this are at Laidley South and Burnside; at the former of these the roof is very defective and admits the rain freely; while at the latter not one of the rooms is either lined or ceiled. At Teviotville, too, the residence is very small, and at Normanby some rooms require ceiling. Amongst improvements made during the year, the more important are—an additional room measuring 10 feet by 10 feet at Ebenezer; a room 14 feet by 12 feet added at Murphy's Creek; a kitchen and servant's room added at Ma Ma Creek; lining and ceiling throughout at Blenheim; and kitchen chimney rebuilt and roof repaired at Marburg.

The only Provisional schools at which residences are provided are the five which were formerly State schools, and those at Mount Crosby, Mount Alford, Summerhill, and Mount Whitestone. At the last named of these an additional room has lately been built.

Flower or vegetable gardens, or both, have been formed at many residences, and on several of them the teachers have evidently bestowed much care and labour, this being more especially the case at Roadvale, Tent Hill Lower, Grandchester (where a house is rented as a residence for the teacher), Glamorgan Vale, Marburg, Tallegalla, Minden, Hatton Vale, Ma Ma Creek, Laidley North, Milora, and Mount Whitestone.

INTERNAL



INTERNAL ORGANIZATION.

STAFFS.—*State Schools.*—The average number of pupils to each teacher during the three months before inspection was 28·7; in the preceding year it was 27·2. There were, however, some marked deviations from this average, the number of pupils to each teacher reaching or exceeding 40 in the schools at Thornton, Warrill Creek, Purga Creek, Engelsburg, and Laidley North; and falling below 20 in those at Burnside, Alfred, Tent Hill Lower, Milbong, and Peak Mountain. In several cases recommendations were made, having for their object the lessening of the inequalities in staff which the foregoing figures seem to imply; but to entirely avoid such inequalities is not possible except by a more frequent changing about of teachers than would be practicable, or, independently of this objection, than would be for the good of the service; and it must not be lost sight of that the figures in question refer only to *quantity* and not to *quality*, and are therefore of but partial value for purposes of comparison.

Tables A and B show the number and status of the teachers employed at the time when the schools were inspected.

It will be seen that of the 44 heads of schools, 1 belonged to Class I., 24 to Class II., and 17 to Class III., while 2 were unclassified, these being temporary teachers. One of the Class III. men completed successfully, in December last, his examination for promotion to Class II., and 1, unclassified, attempted but without success to pass for Class III.

The assistants employed numbered in all 47, of whom about three-fourths were females. None of the assistants succeeded in passing the recent examination for admission to Class II., and only 3 of them belong to that class. The 4 unclassified assistants, and 1 of those in Class III., are the wives of the head teachers of the schools in which they are employed.

The pupil-teachers numbered at the time of inspection 25, of whom 1 subsequently resigned. Of the remaining 24, 16 passed for a higher grade at the late examination—a proportion which, though not at all high, is about equal to that prevailing over the whole colony.

The good opinion expressed in my last report in regard to the ability and zeal of most of the teachers of the district, has been fully confirmed by a second year's inspection of their work. Cases of inefficiency have not been wholly wanting, but they have been quite exceptional, and the occasions where it has been necessary to say of teachers, whatever their capacity, that they have not honestly and cheerfully striven to do their best, have been extremely rare. The relations between the head teachers and their subordinates have been as a rule harmonious, but not invariably so, and one case to the contrary formed the subject of a special inquiry. The work of the pupil-teachers has been fairly satisfactory; there has been every reason to be pleased with the diligence invariably shown by them in their school duties, but a few have been remiss in the matter of home studies, and some give little or no promise of becoming at all successful as teachers.

*Provisional Schools.*—In schools of this class, the average number of pupils to each teacher was 19·3, as against 19·5 in the preceding year. The largest attendances were at Milford (34·1) and Helidon (29·3), and the smallest at Mount Flinders (8) and Mount Berryman (10·7).

From Table C it will be seen that 13 of the 24 Provisional schools are taught by men; that only 1 of the 24 teachers is classified; that 5 have passed the examination for admission as temporary teacher; and that the remaining 18, with the exception of 3 who are ex-pupil-teachers, have passed no examination whatever under the Department. Two of these attempted the recent examination for admission as temporary teacher, and 1 of them passed; while 3 of the temporary teachers attempted, but without success, to pass the examination for admission to Class III.

About a third of the teachers are doing very creditable work, and nearly half are discharging their duties with moderate to fair success, everything considered. In two cases the continued unsatisfactory state of the schools indicated inefficiency on the part of the teachers, and in three other cases the teachers' ability to conduct their schools at all successfully was reported as doubtful.

The results attending the employment of ex-pupil-teachers in Provisional schools have been such as to warrant the conclusion that the extension of this plan will do much to improve the quality of the education afforded by these schools, and is highly desirable.

Table A.  
TEACHERS IN STATE SCHOOLS.

Status.	Males.		Females.	
	Head Teachers.	Assistant Teachers.	Head Teachers.	Assistant Teachers.
Class I. ... ..	1	0	0	0
Class II. ... ..	21	1	3	2
Class III. ... ..	17	10	0	30
Unclassified ... ..	2	0	0	4
Total ... ..	41	11	3	36

Table B.  
PUPIL-TEACHERS IN STATE SCHOOLS.

Status.	Males.	Females.
Fourth Class ... ..	5	9
Third Class ... ..	4	2
Second Class ... ..	1	1
First Class ... ..	1	2
On Probation ... ..	0	0
Total ... ..	11	14

Table C.  
TEACHERS IN PROVISIONAL SCHOOLS.

Sex.	Have passed no stated Examination.	Have passed the Examination for Admission as a Temporary Teacher under the Department.	Have held the rank of Classified Teacher under the Department.
Males ... ..	10	3	0
Females ... ..	8*	2	1
Total ... ..	18	5	1

\* Three of these are ex-pupil-teachers, and have passed the examination for P.T. 4.

ATTENDANCE OF PUPILS.—From Table D it will be found that the average daily attendance for the quarter preceding inspection was 69·8 per cent. of the total enrolment at the end of that quarter, and that, during the same time, 47 per cent. of the pupils enrolled attended regularly, that is, at the rate of four days out of five. The corresponding percentages for the same period in the preceding year were 67·6 and 43·4 respectively; it is evident, therefore, that as regards both quantity and quality, the attendance was better in 1891 than in 1890. The more favourable weather conditions prevailing had, of course, a good deal to do with the improvement.

From the following comparative statement, based on the returns for the quarter preceding inspection, it will be seen (a) that the attendance in Provisional schools was in all respects much worse than in State schools, and (b), that there was not much difference in the attendance of boys and that of girls in either class of school, or over the whole district.

	Average Attendance expressed as a Percentage of the Total Enrolment.		Percentage of Children Enrolled who attended Four Days out of Five.	
	Boys.	Girls.	Boys.	Girls.
All Schools ... ..	69·6	70·0	47·5	46·5
State Schools only ... ..	70·8	70·8	48·9	47·5
Provisional Schools only ... ..	61·8	64·8	38·1	38·6

In my last report, special reference was made to the poor quality of the attendance in the Ipswich schools, it appearing that for several years previously fewer than 45 pupils out of every 100 enrolled had attended at the rate of not less than four days out of five. Returns received from these schools show, however, that, in 1891, 57 per cent. of the pupils enrolled attended at this rate—an unprecedentedly high and comparatively very gratifying proportion.

Notwithstanding the marked improvement in the particular instance just mentioned, and to a much less extent over the district as a whole, the attendance generally must still be regarded as far from satisfactory in point of regularity. This is very evident, not only from the figures already given, but also from Table G, the latter showing that at 39 out of 68 schools more than half the pupils enrolled in each were irregular attenders.

In the foregoing connection, it should not be lost sight of that the enforcement of the compulsory clauses of the Education Act in their present form, though it would doubtless in some degree increase the aggregate attendance, is not likely to add in any measure to the *regularity* of the attendance, or raise the proportion of pupils attending at the rate of not less than four out of five days. These clauses contemplate a minimum attendance of 60 days in each half-year, this being at the rate of not quite three days a week (omitting vacations), or little more than half the available school time. An attendance of four days at least out of five, which may be looked upon as constituting *regular* attendance, and which has been so regarded hitherto, would mean about 90 days in the half-year, and while it might perhaps be inexpedient to insist on such a high proportion as this, I am certainly of opinion that the substitution of, say, 80 days for 60 days in the compulsory clauses, would be an improvement, if those clauses are to be made operative at all.

From Table G, already referred to, it will be found that less than one-fourth of the pupils enrolled attended regularly in the schools at Burnside, Glamorgan Vale, Laidley South, Tent Hill Lower, Bunburra, Deep Gully, Monkey Waterholes, Mount Berryman, Mount Crosby, and Mount French; while the only schools in which at least three-fourths of the pupils enrolled attended regularly were those at Minden, Tallegalla, Carney's Creek, Clarendon, Mount Flinders, and Postman's Ridge.

The number of children of school age known to be not attending any school, though living within reasonable distance of one, is 166, and no report on this point has been received from Ipswich, the required information not being obtainable with any certainty there. Of children attending school, 498, equal to 9·8 per cent. of the enrolment, are reported as doing so at the rate of less than 60 days in the half-year.

The institution of evening classes by the Department would doubtless be welcomed by many persons who are desirous of improving their education, but are unable to attend a day school. In proof of this I may instance the fact that an evening class held in the Ashwell State School (Rosewood Scrub) during six months of last year, and conducted by the head teacher of that school, was attended by no less than 49 persons, of whom several were married people, while nearly half were over twenty years of age. Thirty-three of the 49 attended regularly throughout the whole course, and, of the 16 who failed to do so, 13 either left the district or engaged in service which interfered with their attendance. The students' conduct at the classes is reported by the teacher as in all cases highly exemplary.

CLASSIFICATION AND PROFICIENCY OF PUPILS.—The classification has been as a rule on the lines of Schedule V., and satisfactory in its nature. In the case of several schools with only one teacher to each, and in a few other instances, a reduction in the number of drafts would probably be the means of rendering the working both easier and more efficient.

Occasional



Occasional instances of promotions unduly retarded or prematurely made have been met with, but in most schools the pupils have been advanced with reasonable rapidity, and on sufficient grounds. Progress through the lower grades especially has been more rapid than in the preceding year, and the percentage of enrolment in the first class has decreased from 44·6 in 1890 to 41·1 in 1891. In nearly all classes, too, the average age is lower, and is in no class higher than it was in 1890.

The proficiency shown averages *fair* for the whole district, the exact figures being—for State schools 61·8 per cent., and for Provisional schools 55·5 per cent.

Table D.  
ATTENDANCE OF PUPILS.

	State Schools.		Provisional Schools.		Total.		Grand Total.
	Boys.	Girls.	Boys.	Girls.	Boys.	Girls.	
On roll end of quarter preceding inspection ... ..	2,421	2,841	360	293	2,781	2,634	5,415
Average attendance during quarter preceding inspection...	1,715·2	1,656·7	220·8	188·4	1,936	1,845·1	3,781·1
Attended four days out of five in quarter preceding inspection	1,185	1,111	137	113	1,322	1,224	2,546
On roll at date of inspection ... ..	2,326	2,202	350	287	2,676	2,489	5,165
Examined ... ..	1,761	1,713	250	211	2,011	1,924	3,935

Table E.  
CLASSIFICATION OF PUPILS.

Class.	On Roll at Date of Inspection.		Percentage of Enrolment.	Examined.		Average Age of Pupils on Roll at Date of Inspection.	Average Proficiency in all Subjects expressed as a Percentage.		
	Boys.	Girls.		Boys.	Girls.				
STATE SCHOOLS.									
Fifth	...	...	28	33	1·3	25	27	14·4	65·5
Fourth	...	...	171	164	7·4	132	125	13·3	59·9
Third	...	...	405	411	18·0	320	320	11·6	61·9
Second	...	...	774	723	33·1	580	582	9·8	59·2
First	...	...	948	871	40·2	704	659	7·2	62·4
Total	...	...	2,326	2,202	...	1,761	1,713	...	...
PROVISIONAL SCHOOLS.									
Fourth	...	...	6	4	1·6	5	4	13·6	58·8
Third	...	...	48	50	15·4	34	35	12·2	56·1
Second	...	...	119	104	35·0	84	76	10·3	55·8
First	...	...	177	129	48·0	127	96	7·5	51·3
Total	...	...	350	287	...	250	211	...	...
ALL SCHOOLS.									
Fifth	...	...	28	33	1·2	25	27	14·4	65·5
Fourth	...	...	177	168	6·7	137	129	13·4	59·8
Third	...	...	453	461	17·7	354	355	11·8	60·2
Second	...	...	893	827	33·3	664	658	9·9	58·2
First	...	...	1,125	1,000	41·1	831	755	7·3	58·8
Total	...	...	2,676	2,489	...	2,011	1,924	...	...

**DISCIPLINE.**—The discipline, in regard to both the means by which it is maintained and the results produced, is generally creditable. It has considerably improved in several of the schools where at the preceding inspection it was found to be weak. No complaints of harshness have been brought against any teacher, and, as a rule with some exceptions, the bearing of the pupils is cheerful and bright. It has, nevertheless, been necessary in a few cases to point out that corporal punishment was too frequently resorted to—that it was being diverted from its proper use, and made to serve as a means of rendering teaching more effective, or as a ready way to mark disapproval of what were after all but trivial offences.

The schools noted for the excellence of the discipline are those at Ipswich Middle (girls and infants), Ashwell, and Peak Mountain; and, next to these, the schools at Harrisville, Newtown, Minden, Mount Walker, Rosewood, Tallegalla, Teviotville, Bunburra, Limestone Ridges, Hillgrove, Mount Whitestone, and Postman's Ridge.

The state of the discipline in each of the schools of the district is briefly indicated in Table G.

*Order of Pupils* is on the whole very satisfactory. In 46 of the 68 schools it ranges from good to excellent, and there are only 6 schools (3 State and 3 Provisional) in which it is not more than fair. The "changes" necessary to carry out the routine are not always systematically done, and this causes in certain cases more or less confusion and loss of time, which might be avoided by a little planning-out on the part of teachers.

The order was reported as *excellent* in the State schools at Ipswich Middle, Minden, and Teviotville, and in the Provisional school at Bunburra; and *very good* in the State schools at Ashwell, Engelsburg, Harrisville, Newtown, Ipswich West (girls and infants), Mount Walker, Peak Mountain, Plainland, Purga Creek, Rosevale, Rosewood, Walloon, and Warrill Creek, and in the Provisional schools at Carney's Creek, Hillgrove, Limestone Ridges, and Mount Whitestone.

*Order of School Material and Premises.*—There are only a few schools, either State or Provisional, where this matter does not receive at least fair attention, the bulk of the teachers recognising the importance of cleanliness and neatness in the pupils' surroundings. The favourable impression created by a well

well and tastefully kept schoolroom—and I am glad to say that I know of many such in the district—is rarely contradicted by a further acquaintance with that school, the care displayed in the material appointments being commonly an indication of that brought to bear in other directions.

**RECORDS.**—These present many gratifying features. They have been much more neatly and carefully kept than in the preceding year. Thus, while the schools examined have increased from 61 in 1890 to 68 in 1891, the schools in which the records of all kinds are complete and accurate in every respect have increased from 17 to 33, while the schools noted for the neatness of their records have increased from 20 to 28. The defects observed were as a rule very slight indeed, and in no case were they of a serious nature, though at 2 schools their number was considerable.

The schools in which the records of all kinds were accurate and complete in every respect were those at Ashwell, Blenheim, Ebenezer, Engelsburg, Glamorgan Vale, Blantyre, Grandchester, Harrisville, Hatton Vale, Ipswich Middle (girls and infants), Newtown, Ipswich North (boys), Kirchheim, Laidley North, Milora, Minden, Murphy's Creek, Normanby, Peak Mountain, Plainland, Purga Creek, Rosevale, Rosewood, Tallegalla, Tarampa, Tent Hill Lower, Walloon, Warrill Creek (State schools), Helidon, Milford, Mount Sylvia, and Mount Whitestone (Provisional schools).

Of 20 State and 8 Provisional schools noted for the neatness with which the records were kept, those excelling in this respect were at Ashwell, Engelsburg, Harrisville, Ipswich Middle (girls and infants), Purga Creek, Rosewood, Tallegalla, Warrill Creek (State schools), Limestone Ridgea, and Mount Alford (Provisional schools).

**INSTRUCTION.**—The time available for observing the methods of instruction has been undesirably though unavoidably, small, and in many cases the opinion formed respecting them has been largely in the nature of an inference drawn from the degree of success with which they have been attended. In the State schools they have produced on the whole fair work, but in most of the Provisional schools only the more mechanical branches have been satisfactorily treated. "Criticism Lessons" for the benefit of the pupil-teachers are given in nearly all the larger State schools.

The rate at which the work is attempted varies very much in different schools. At one school, for example, the "Battle of Bannockburn" was not thought too little English history to occupy six weeks; while, at another, Australian history was being taken at the rate of six chapters a fortnight. Instances such as these, arising from utter lack of judgment, were of course exceptional, but less pronounced divergencies were common in all subjects. The revised regulations, which specify the quantity of work expected in each six months, should do much to remove inequalities of the kind in question.

The remarks on the different subjects of instruction, as given in my last report, are still in great measure applicable.

*Reading* is on the whole of fair quality, though it is not unfrequently found that pupils who show considerable fluency and expression in a lesson recently prepared, hesitate and stumble in an equally easy or easier lesson with which they have not been previously familiarised. There is less reason than there was formerly to complain of the slow progress made by the lower drafts, and questions on the subject matter are answered with greater intelligence.

*Object Lessons* have slightly improved in State schools, but in most of the Provisional schools they are not taught in such a way as to serve any useful purpose. Local collections of specimens to illustrate these lessons are rarely met with. As noted in my last report they are found, however, at Ashwell and Ipswich North (girls and infants), while at Blenheim a valuable collection of native timbers, prepared by the head teacher, has lately been placed in the school.

*Temperance Lessons* are poorly retained. In Provisional schools the results average *bad*, and in State schools they are slightly below *moderate*.

*Writing* deserves special mention for the neatness and cleanliness of the work shown. There is, however, some want of uniformity in style, caused by the use of different series of copy-books in the district. A set of slates specially ruled for the lower drafts should be found in every school, and the blackboard should be more largely made use of, not merely to present copies for imitation, but to direct attention to faults to be avoided.

In *Arithmetic*, tables have been more thoroughly grounded, and increased accuracy is shown in mechanical operations, but practical problems meet with very moderate success, and mental arithmetic is poorly done. The helpful connection that should exist between the two branches last mentioned is not sufficiently recognised, many teachers failing to make their questions in mental arithmetic as far as possible easy and *interesting* practical problems, the solution of which would lead up to the solution, on slates, of problems similar in character but involving larger numbers. In this connection it may not be out of place to point out, too, that in mental arithmetic, perhaps more than in any other subject, teachers need to be on their guard against mistaking the work of a few clever pupils in a class for that of the whole class, and should take special precautions to ensure from every pupil a due share of individual effort.

*Drill* is well done in most of the State schools, and moderately in the Provisional schools, many of the teachers in the latter having little knowledge of the subject. In and about Ipswich, the teachers having themselves undergone a course of training in the new military drill, teach it in their schools; the portion most extensively practised is the "Physical Training," which seems to be very much liked by both teachers and pupils, and in which therefore, as might be expected, highly creditable proficiency is shown. A few country teachers, who have not had the opportunity of attending the drill course in Ipswich, have nevertheless made an attempt to introduce the new drill into their schools.

The results in *Music* are lower than in the preceding year. This is entirely owing to the full schedule requirements in that subject, especially in regard to sol-faing exercises, having been much more stringently insisted upon.

*Geography* presents much the same features as in the preceding year. The geography of Australia generally, and of Queensland particularly, appears, however, to be somewhat more intelligently taught. Both the quantity of work done, and the results obtained, in mathematical and physical geography are, on the whole, very moderate. In Provisional schools the work-book entries referring to geography are frequently wanting in proper sequence and connection; this would be avoided were the teachers to follow the lines laid down in some approved text-book. The use of blank maps is not nearly as common as it should be; I hope to find considerable alteration in this respect during the present year.

*Grammar*



*Grammar* is taught with moderately fair success in State schools, but only indifferently in Provisional schools. There is much reason to complain of the prevalence of *guessing*, an objectionable habit induced by the pupils not being required from the start, and especially *at* the start, to give *reasons* for their answers, and which, if unchecked, not only robs the subject of all its value as an intellectual exercise, but fosters mental laziness and slovenliness. The formal details of both grammar and geography—rules, definitions, lists of names, and the like—might be more largely learnt by the pupils *at home* from text-books, and the teacher would then have at his disposal a larger portion of the school time in which to give the explanation and illustration so much required in these subjects.

As bearing on the matter of *Home Lessons* generally, however, the following quotation deserves careful attention:—"Two essentials to success with these are required—system and persistency. They should either be fully carried out or entirely let alone. If attempted by halves, trouble, failure, and disappointment will result. Habits of carelessness will likewise grow up in the pupils. On the contrary, if judiciously pursued, they will promote order, neatness, and perseverance. They will aid largely in strengthening the memory, and also assist in the formation of self-reliance. They are an excellent test of work done in the day, and afford opportunities to parents to interest themselves in their children's studies."

*Composition* as a whole is fairly done. Letters are usually begun and ended properly: occasionally, however, the narrow groove in which the teaching has run becomes very apparent, as at one school where nearly every child in a draft, writing to one of his class-mates, subscribed himself "Your obedient pupil." That practical adjunct to letter writing—addressing an envelope—seems to be in a great measure overlooked. Original composition would be better done were "complete answers" to oral questions more commonly insisted upon; as it is, the pupils too frequently answer in fragments of sentences—often single words—which the teachers catch up and mould into proper form, instead of insisting upon the pupils doing the latter for themselves.

*Needlework and Home Exercises* have had much care and attention bestowed on them by both teachers and pupils, and, as a rule, are creditably done. Along with Writing they obtain the highest marks awarded to any subject of instruction.

The following schools obtained the highest marks in the particular branches named, but were closely approached by many others:—

*Quality of Reading.*—Harrisville, Bunburra, Teviotville, Marburg, Rosewood, Grandchester, Plainland, Thornton.

*Recitation.*—Ipswich Middle, Teviotville, Walloon, Grandchester, Carney's Creek, Bunburra.

*Writing in Copy-books.*—Milora, Ipswich Middle, Engelsburg, Harrisville, Purga Creek, Warrill Creek, Flagstone Creek.

*Cleanliness of Copy-books.*—Milora, Purga Creek, Minden, Rosevale, Warrill Creek, Thornton, Peak Mountain, Limestone Ridges, Mount French, Maroon, Carney's Creek (all of which obtained full marks).

*Drill.*—Ipswich West (boys), Ipswich Middle, Harrisville, Minden, Walloon.

*Neatness of Home Exercises.*—Tallegalla, Harrisville, Ipswich Middle, Thornton, Laidley South, Purga Creek, Rosevale, Rosewood, Bunburra, Limestone Ridges, Mount French.

*Arithmetic* in schools having a fourth or fifth class.—Hatton Vale, Harrisville, Rosewood, Purga Creek, Dugandan, Walloon; in schools having no class higher than a third—Minden, Tarampa, Tent Hill Upper, Clarendon.

*Needlework.*—Laidley South, Warrill Creek, Tallegalla, Kirchheim, Limestone Ridges, Plainland, Peak Mountain, Hatton Vale, Summerhill.

*Descriptive Geography.*—Walloon, Tent Hill Lower, Glamorgan Vale, Tallegalla, Grandchester, Blenheim, Ashwell, Newtown, Plainland.

*Parsing and Analysis.*—Ma Ma Creek, Walloon, Glamorgan Vale, Mount Walker.

The proficiency attained in the various subjects of instruction is indicated by the percentages in Table F. These percentages correspond pretty closely with those of the preceding year, displaying on the whole a slight advance in the case of State schools, and a slight retrogression as far as Provisional schools are concerned.

Table F.  
AVERAGE PROFICIENCY IN SUBJECTS OF INSTRUCTION.

Subject.	Average Proficiency as a Percentage.		
	State Schools.	Provisional Schools.	All Schools.
Reading ... ..	61.1	56.3	59.4
Object Lessons ... ..	57.5	44.3	52.9
Temperance Lessons ... ..	47.1	22.5	43.5
Writing ... ..	72.2	70.1	71.5
Arithmetic... ..	60.0	51.6	57.1
Drill ... ..	69.0	50.4	62.4
Vocal Music ... ..	47.8	56.6*	49.7
Geography ... ..	54.1	45.4	51.1
Grammar... ..	55.4	39.2	50.0
Derivation... ..	60.6	56.8	59.4
Composition ... ..	64.8	60.9	63.4
History ... ..	49.7	37.5	49.0
Mechanics ... ..	47.6	...	47.6
Domestic Economy ... ..	60.9	50.0	60.2
Needlework ... ..	71.4	66.3	70.0
Home Exercises ... ..	70.4	62.7	67.6

\* "Songs only.

Table



Table G supplies such information as enables a fair estimate to be formed of the state of each school at the time of inspection.

Table G.

## SCHOOLS IN ALPHABETICAL ORDER.

Schools.	Highest Class.	Accommodation in square feet.		Attendance.						Discipline.	General Condition.	Progress.	Children between the ages of 5 and 13, within 2 miles, who do not	
		Inside Floors.	Verandah Floors.	On Roll at Date of Inspection.	Examined.	Average for Quarter preceding Inspection.		Attended 4 days out of 5.					Attend any School.	Attend at least 60 days in each Half-year.
						Number of Pupils.	Percentage of Enrollment.	Number of Pupils.	Percentage of Enrollment.					
STATE SCHOOLS.														
Alfred ... ..	IV.	480	495	46	25	39.5	71.8	25	45.5	Fairly good on the whole	Only moderate	Only moderate	0	2
Ashwell ... ..	IV.	680	578	110	84	81.0	66.9	44	36.4	Excellent	In most respects very satisfactory	Very fair	4	29
Blantyre ... ..	IV.	589	496	48	32	36.4	80.9	32	71.1	Good	Very promising	Very fair on the whole	0	0
Blenheim ... ..	IV.*	900	360	70	40	51.2	63.2	27	33.3	Good	Quite satisfactory	Good	0	13
Burnside ... ..	IV.*	440	336	54	22	33.3	58.4	12	21.1	Very fair	Only moderately satisfactory	Moderately fair, but slow in the lower drafts	10	9
Dugandan ... ..	V.	1,000	800	154	114	104.9	65.6	61	38.1	Fairly good	Satisfactory	On the whole, good	0	5
Ebenezer ... ..	III.	480	420	51	36	37.5	69.4	20	37.0	Good	Satisfactory	Very fair	0	0
Engelsburg ... ..	III.	969	844	115	71	77.8	65.4	44	36.9	Fairly good	Quite satisfactory	On the whole, good	18	18
Glamorgan Vale ... ..	IV.	960	960	82	33	48.0	55.8	19	22.1	Good	Quite satisfactory	Creditable	0	17
Grandchester ... ..	IV.	700	560	44	37	33.0	73.3	21	46.7	Good	Satisfactory	Very fair	0	4
Harrisville ... ..	IV.	800	640	84	77	69.1	82.3	61	72.6	Very good	Very satisfactory	Very sound, and in most cases fairly rapid	1	1
Hatton Vale ... ..	IV.	680	510	66	51	42.9	60.3	21	29.6	Good	Very satisfactory	Good	12	8
Ipswich East (Boys) ... ..	V.	2,400	720	163	128	124.1	70.5	95	54.0	Fairly good	Much improved since last inspection	Fair	a	4
Ipswich Middle (Girls and Infants) ... ..	V.	5,705	...	443	356	354.3	75.2	263	55.8	Excellent	On the whole, very satisfactory	Very sound, but in some respects rather slow	a	42
Ipswich, Newtown ... ..	IV.	2,160	1,440	278	223	211.7	75.3	187	66.5	Very good	Very satisfactory	Steady and sound	a	26
Ipswich North (Boys) ... ..	V.	2,200	2,336	164	121	123.1	70.7	87	50.0	Pretty good	On the whole, very fairly satisfactory	Fair	a	40
Ipswich North (Girls and Infants) ... ..	V.	2,028	1,086	375	306	276.2	72.5	194	50.9	Pretty good	Pretty satisfactory	Very fair	a	42
Ipswich West (Boys) ... ..	V.	1,020	816	157	132	117.0	78.0	86	57.3	Fairly good	Satisfactory	Fairly good on the whole	a	6
Ipswich West (Girls and Infants) ... ..	V.	1,680	480	227	185	167.9	71.4	154	65.5	Good	Satisfactory	Pretty good in most directions	a	22
Kirchheim ... ..	IV.	768	576	100	80	83.0	79.0	74	70.4	Pretty good	Quite satisfactory	Steady	0	1
Laidley North ... ..	IV.	1,380	792	164	141	112.9	65.3	57	32.2	Satisfactory in 3rd and 4th classes; moderate to fair elsewhere	Moderately fair	Uneven; on the whole, moderately fair	5	27
Laidley South ... ..	IV.	805	785	63	47	44.7	61.2	17	23.3	Very fair	Very fair	Fair	0	1
Marbur ... ..	IV.	918	816	125	102	83.5	67.3	51	41.1	Fairly good	Fairly satisfactory	Pretty fair on the whole	3	10
Ma Ma Creek ... ..	III.	600	360	43	28	26.5	61.6	11	25.6	Very fair	Very fairly satisfactory	Very fair	15	10
Milbong ... ..	IV.	480	360	53	45	33.6	61.6	13	25.0	Good	Creditable	Good	5	3
Milora ... ..	V.†	775	600	63	35	43.4	68.8	24	38.1	Good	Satisfactory	Fairly good	0	5
Minden ... ..	III.	620	465	59	50	55.1	88.9	60	96.8	Very good	Very satisfactory	Very creditable	27	4
Mount Walker ... ..	IV.	510	270	52	44	39.0	67.4	21	36.2	Very good	On the whole, very satisfactory	Good	0	0
Murphy's Creek ... ..	IV.	736	644	62	42	51.7	78.3	35	53.0	Fair	Fair	Moderately fair	0	2
Normanby ... ..	IV.	800	650	62	39	47.8	76.0	26	41.3	Very fair	On the whole, satisfactory	Very fair in most directions	2	1
Peak Mountain ... ..	V.	850	700	84	64	57.4	70.0	26	31.7	Excellent	On the whole, very satisfactory	Considerable, and fairly sound	0	0
Plainland ... ..	III.	630	560	60	50	46.1	73.2	27	42.9	On the whole, good	Creditable	Good	0	12
Purga Creek ... ..	IV.	480	480	54	42	42.0	64.6	28	43.1	Good	Highly creditable	Very good	0	0
Roadvale ... ..	III.	630	560	55	47	40.8	75.6	19	35.2	Very fair	Moderately fair	In most cases, fair	0	3
Rosevale ... ..	III.	630	560	69	56	49.3	64.0	22	28.6	On the whole, good	Satisfactory	Very fair	0	9
Rosewood ... ..	IV.	800	910	106	101	87.6	70.1	67	53.6	Very good	Very satisfactory	Good	0	7
Tallegalla... ..	III.	595	560	58	30	48.7	78.5	47	75.8	Very good	Very satisfactory	Good	5	0
Tarampa ... ..	III.	720	576	65	45	47.7	78.2	18	29.5	Fair in 1st class; good elsewhere	Creditable	Good	15	9
Tent Hill Lower ... ..	IV.	480	480	61	54	36.4	52.8	11	15.9	Very fair	Very fairly satisfactory	Quite fair	1	3
Teviotville ... ..	IV.	846	376	114	95	84.0	73.0	68	59.1	Very good	Very satisfactory	Very creditable	2	0
Thornton ... ..	V.†	665	560	60	36	45.7	69.2	41	62.1	Good	Creditable	Creditable	0	0
Tivoli ... ..	IV.	800	640	64	40	47.3	65.7	29	40.3	Fair	Moderate	Very moderate	0	1
Walloon ... ..	IV.	1,359	1,280	55	48	50.3	68.0	29	39.2	Good	Very satisfactory	Good	0	4
Warrill Creek ... ..	IV.‡	612	544	46	31	38.6	65.4	22	37.3	Fairly good	Quite satisfactory	On the whole, pretty good	0	8
PROVISIONAL SCHOOLS.														
Bunburra ... ..	II.	240	120	27	22	16.7	61.8	6	22.2	Very good	Highly creditable	Very good	0	2
Carney's Creek ... ..	II.	216	108	21	16	18.3	91.5	18	90.0	Good	Promising	Very rapid, though frequently not sound	0	0
Clarendon ... ..	III.	288	144	14	13	14.2	94.7	15	100.0	Good	Creditable	Sound	0	0
Coleville... ..	III.	360	192	20	16	16.8	78.4	10	45.5	Fairly good	Satisfactory	Very fair	0	0
Deep Gully ... ..	II.	330	...	32	21	16.1	47.4	4	11.8	Fair	Moderately satisfactory	On the whole, moderately fair, though slow in Div. 1 of 1st class	9	8
Flagstone Creek ... ..	III.	540	240	21	9	13.6	61.8	6	27.3	Fair	Indifferent	Very moderate	0	5
Gatton ... ..	IV.	800	640	29	28	27.2	60.4	16	35.6	Good	Fairly satisfactory	Pretty fair on the whole	0	0
Helidon ... ..	IV.	496	418	36	29	28.8	67.0	16	37.2	Good	Moderately fair	Moderately fair on the whole, but uneven	3	6
Hillgrove ... ..	IV.	666	576	24	21	18.0	64.3	11	39.3	Very good	Moderately fair	Moderately fair	0	4
Limestone Ridges ... ..	III.	392	168	21	16	15.8	79.0	14	70.0	Very good	Fair	Fair, but uneven	0	0

\* Highest class not represented at inspection.

† Examined as a 4th Class, except in arithmetic.

‡ Examined on 3rd Class standard.

a Teacher unable to report.

TABLE

Table G—continued.

SCHOOLS IN ALPHABETICAL ORDER—continued.

Schools.	Highest Class.	Accommodation in square feet.		Attendance.						Discipline.	General Condition.	Progress.	Children between the ages of 5 and 13, within 3 miles, who do not	
		Inside Floors.	Verandah Floors.	On Roll at Date of Inspection.	Examined.	Average for Quarter preceding Inspection.		Attended 4 days out of 5.					Attend any School.	Attend at least 60 days in each Half-year
						Number of Pupils.	Percentage of Enrolment.	Number of Pupils.	Percentage of Enrolment.					
PROVISIONAL SCHOOLS—continue d—														
Maroon ... ..	III.	300	144	18	17	b	b	b	b	Fairly good ...	Promising ... ..	Good ... ..	0	b
Milford ... ..	III.	336	144	46	29	34.3	66.0	25	48.1	Good ... ..	Moderately satisfactory	Uneven; principally in reading and writing	1	4
Monkey Water-holes ...	IV.*	405		40	31	21.2	53.0	4	10.0	On the whole good	Fair ... ..	In many respects fair	7	13
Mount Alford ... ..	III.	384	168	22	18	15.4	70.0	8	36.4	Good ... ..	Fairly satisfactory ...	Pretty fair, everything considered	0	1
Mount Berryman ... ..	III.	432	144	17	12	10.5	43.8	3	12.5	Pretty good ...	Moderately satisfactory	In most cases slow ...	1	4
Mount Campbell ... ..	III.	308		20	18	b	b	b	b	Very fair ...	Moderately promising	Fair in the time ...	9	b
Mount Crosby ... ..	III.	308		39	26	25.5	51.0	12	24.0	Moderately fair	Very moderate ...	Uneven, and on the whole very moderate	0	6
Mount Flinders ... ..	III.	120	60	10	8	7.2	80.0	7	77.8	Fairly good ...	Moderately satisfactory	Moderate ... ..	0	0
Mount French ... ..	III.†	288	168	28	19	15.7	52.3	3	10.0	Good ... ..	On the whole, satisfactory	Fair ... ..	0	11
Mount Sylvia ... ..	III.	400	200	37	21	19.4	48.5	13	32.5	Fair ... ..	Not satisfactory ...	Little ... ..	0	11
Mount Whitestone ...	III.	288	168	41	25	27.2	64.8	16	38.1	Very good ...	Satisfactory ... ..	On the whole, very fair	0	2
Postman's Ridge ... ..	IV.	540	196	21	11	11.1	61.7	14	77.8	Very good ...	Decidedly promising	Satisfactory since the school was re-opened	0	6
Summerhill ... ..	II.	400	175	19	17	14.4	80.0	12	66.7	Fair ... ..	Not satisfactory ...	Little ... ..	8	2
Tent Hill Upper ... ..	III.	540	64	34	18	21.8	68.1	17	53.1	On the whole, good	On the whole, very fair	Very fair in many directions	3	8

\* Examined on 3rd Class standard. † Highest class not represented at inspection. a Teacher unable to report.  
b School not open long enough to enable report to be made.

The schools most distinguished for general merit may be readily ascertained from the foregoing table. It will be observed that of the "general condition" of many of them a very high opinion is expressed, and that there are only 5 State schools (out of 44 inspected) at which the "general condition" is not at least fairly satisfactory, this latter, however, being the case at 11 of the 24 Provisional schools. Special credit attaches to the good work done at Purga Creek State School, where the teacher, single-handed, manages over 40 pupils, some of them being in the fourth class. Among Provisional schools, the one at Bunburra still holds the foremost place for excellence of teaching and administration.

SCHOOL LIBRARIES.—In addition to those previously reported at Ashwell and Minden, others have been formed at Tallegalla, Marburg, Newtown, and Engelsburg. An extension in their number is, for obvious reasons, very desirable.

GRAMMAR SCHOOL SCHOLARSHIPS.—At the recent examination for Grammar School scholarships, the schools of this district sent up 23 candidates—7 girls and 16 boys. Of these, 5 girls and 12 boys, or 17 in all, were from the Ipswich schools (Newtown included). The successful competitors numbered 6—2 girls and 4 boys—of whom all except 1 girl were Ipswich scholars. Of the successful competitors, 2 were from the Ipswich West (boys) school, and the schools at Newtown, Ipswich Middle (girls and infants), Ipswich East (boys), and Harrisville each supplied one.

The total number of competitors from the whole colony being 263, of whom 120 were successful, while of 23 competitors from this district only 6 were successful, it will be seen that the ratio of successful candidates to candidates competing was not nearly as high in this district as over the colony generally. Compared, however, with the preceding examination, when the district supplied 15 candidates, of whom but 3 were successful, as against 221 candidates from the whole colony, of whom 71 were successful, it will be evident that the position of the district in regard to the scholarship competition was both absolutely and relatively better in 1891 than in the preceding year.

SCHOOL COMMITTEES.—From the answers to Questions 14 and 15 of the General Return it appears that in nearly all cases the committees neither visit the schools nor inspect the registers. Notwithstanding this, I have had proof that several of them take a praiseworthy interest in the schools with which they are connected. It is much to be desired, however, that they should make some effort to discharge that most important of their duties—"To use their influence with parents to induce them to send their children regularly to school." At present this is practically a dead letter, and the children of members of committee, so far from setting an example to others, are themselves not unfrequently found amongst the most irregular attenders. During the course of the year, two inquiries were held dealing mainly with the strained relations existing between head teachers and school committee.

I have, &c.,  
A. S. KENNEDY,  
District Inspector.

The Under Secretary, Department of Public Instruction, Brisbane.

## WIDE BAY AND BURNETT DISTRICT.

## REPORT OF MR. DISTRICT INSPECTOR HARRAP.

Maryborough, February, 1892.

SIR,—I have the honour to submit to you the following General Report for the year 1891:—

## DISTRICT.

1. **LIMITS.**—The district assigned to me last year differed materially from that of the preceding year. In 1890 it included all the schools in the Maryborough, Bundaberg, and Gladstone centres. In 1891 nine State schools and 6 Provisional schools in and around Maryborough were not inspected by me, but in their stead I inspected 8 State schools and 11 Provisional schools belonging to the Central District—namely, all the schools along the Central Railway from Gracemere to Emerald, and along the two branch railways to Clermont and Springsure, together with the outlying schools at Banana and Rolleston.

2. **APPROPRIATION OF TIME.**—January and February were occupied in reading and valuing examination papers, and in drafting my Annual Report for the previous year. After three weeks' leave of absence, most of which was occupied in taking up my residence in Maryborough, the work of inspection commenced, and, with the exception of one week in July occupied in drafting examination papers, and one week in December, during which I presided at the annual examination of teachers in Maryborough, it continued uninterruptedly to the end of the year.

3. **INSPECTION.**—All the schools in operation during the year—namely, 33 State schools, 41 Provisional schools, and 2 Roman Catholic schools—were examined. The drawing class held at South Bundaberg was also examined. During my first visit to the north-western part of my district the Provisional school at Bathampton (from Clermont) was not in existence; those at Rolleston (from Springsure), and at Boyne River (from Gladstone) were found closed; and that at Bustard Head (from Gladstone) could not be reached without serious loss of time. A second visit was made towards the end of the year, and advantage was taken of it to examine for the second time the Provisional school at Capella (Clermont branch railway), because of its unsatisfactory condition at the first inspection. From leaving Bundaberg to returning to it, the inspection of the above 5 small schools occupied nearly four weeks. Second inspections were made of no schools (Capella excepted), and curtailed inspections of others were made in order that all should be visited during the year. Incidental visits to schools were, however, made where opportunity offered. In this way I visited the schools at Clermont, Cometville, Elliott, Emerald, Gladstone, Torbanelea, and most of the schools in Maryborough and Bundaberg. The Provisional schools at Albionville, Bathampton, and Cania were inspected for the first time. Two Provisional schools, Kingston and Oreti, were not open at all during the year, and that at St. John's Creek was closed after inspection, that township being now deserted.

4. **SCHOOLS.**—The number of schools in operation during some part of the year was 76. They may be classed as follow:—

State schools for Boys only	...	...	...	...	...	...	2
" " " Girls only	...	...	...	...	...	...	1
" " " Infants only	...	...	...	...	...	...	1
" " " Girls and Infants	...	...	...	...	...	...	1
" " " Mixed	...	...	...	...	...	...	28
Provisional schools (full time)	...	...	...	...	...	...	39
" " (half time)	...	...	...	...	...	...	2
Roman Catholic schools	...	...	...	...	...	...	2
Total schools of all kinds	...	...	...	...	...	...	76

5. **SCHOOL CHANGES.**—A new State school (mixed) has been established at South-east Bundaberg, which is already overcrowded; and Provisional schools have been established at Bathampton, near Clermont, and at Albionville, near Bundaberg. Extra accommodation has been provided at West Maryborough, but more is wanted there. The Provisional schools at Childers, Eidsvold, and Gin Gin have been superseded by State schools; and the State school at Copperfield has been reduced to a Provisional school on account of the small attendance. The Provisional schools at Boyne River, Endeavour Sawmills, and Rolleston, after being closed for some time during the year, were re-opened. The attendance at the Gooburru and Tantitha State schools, which in 1890 was below 30, was last year above it. On the other hand, the attendance at the Horton Provisional School, which in 1890 was above 30, had fallen below that number.

6. **REQUIREMENTS.**—At the time of my visit the following State schools were slightly overcrowded:—East Bundaberg, South-east Bundaberg, Burnett Heads, Gladstone, South Kolan, and West Maryborough. During the quarter preceding inspection the following Provisional schools had an average of over 30:—Boolburra, 30·6; Duaringa, 33·4; Capella, 36·1; and Bathampton, 39·3; but there is no pressing necessity at present for their being superseded by State schools. The accommodation at Boolburra and at Duaringa is, however, very inferior. The State school at Elliott has an attendance of less than 20, which is not likely to be increased. Six Provisional schools—Baffle Creek No. 1, Baffle Creek No. 2, Bustard Head, Isis River, Mount Larcombe, and Tegege—had each an average attendance of less than 12; the first 3 of these are special Provisional schools. The necessity for the establishment of Provisional schools at Biggenden township, Biggenden mines, Monal, and Paradise was  
disc—



discussed during the year by the parents of children residing at these townships. They will probably be in existence shortly. Since the beginning of the present year applications have been made for the establishment of Provisional schools at Lower Doongal, Mungore Creek, and Reid's Creek.

7. INQUIRIES.—Two were held regarding matters of conduct at two State schools, and two in connection with the establishment of Provisional schools.

#### MATERIAL ORGANIZATION.

1. SCHOOLROOMS.—At inspection there were 46,680 square feet of floor space in State schools, and 16,070 in Provisional schools. The average attendance for the quarter preceding inspection was 3,091·4 and 809·1, respectively. There was, therefore, in the aggregate an abundance of floor space in both classes of schools, there being 15 square feet per child in the former, and 20 square feet per child in the latter. Very few schoolrooms were overcrowded, and none seriously. Twelve State schoolrooms are under 20 feet in width; some of them are only 16 or 17 feet wide, and in these the floor space other than that occupied by the desks is of little use. This inconvenience is particularly felt at Burnett Heads, Calliope, Gladstone, South Kolan, and Stanwell.

New State school buildings have been erected at Childers, Eidsvold, Gin Gin, South Bundaberg (girls), and South-east Bundaberg, and Provisional school buildings at Albionville and Bathampton. An additional room has been added at South Bundaberg (boys) and at West Maryborough.

The State school buildings were in good condition generally, but repairs or alterations were reported as being required at Banana, Cometville, Gayndah, and North Bundaberg. The following need painting:—Banana, Barolin, Burnett Heads, Clermont, Gooburru, Kalkie, East Bundaberg, West Maryborough (old part), and St. Helens. Those at Gracemere, Maryborough Central (infants), and Stanwell have been painted. The one at Emerald is unceiled. Some protection from the sun is wanted on the western gable at Clermont. Defective caps were found at Gayndah and North Bundaberg. Authority was given to the teachers of several schools at the time of my visit to have small repairs effected, and small wants supplied, where the cost did not exceed £5.

Provisional schoolrooms vary considerably: 11 are superior buildings—Albionville, Apple-tree Creek, Bathampton, Capella, Douglas Creek, Endeavour Sawmills, Isis South, Mount Shamrock, The Springs, St. John's Creek, and Yandaran Creek; 9 are unsightly structures—Blackwater, Boolburra, Cania, Clyde Creek, Dingo, Duaringa, Goganjo, Mount Larcombe, and Rolleston; and the rest are passable. Sixteen schools have exposed iron roofs; 13 have no verandah; some have verandahs so narrow as to be almost useless; some verandahs consist of posts and roof only. Four schools have two verandahs. New steps are required at Horton and Isis River.

The furniture was generally in good condition at State schools, and at most Provisional schools. The desks at Maryborough Central (girls and boys), are long, narrow, and in bad condition; they are too high at Banana. Clocks were out of order at 6 State schools, and locks at 4; an extra easel was wanted at 3, hatpegs at 1, and maps at 1. Broken windows were found at 13 State schools and at 4 Provisional schools. The furniture at Rolleston Provisional School was in very bad condition. Tables and chairs are of a primitive type at several Provisional schools; 3 had no chair; 2 had no table; and 2 had no press.

2. TEACHERS' RESIDENCES.—One is being built at Emerald. All other State schools in this district are already provided. They are new at Childers, Gin Gin, South Bundaberg, and South-east Bundaberg. The Provisional schoolroom at Eidsvold has been turned into a residence, and a detached kitchen added. The one at Burnett Heads, consisting of four rooms only, one of which is the kitchen, is too small for the teacher's large family. At Tantitha and at Woongarra the teachers justly complained of limited accommodation; after my visit to the latter place tenders were called for enlargements. Repairs were required at Banana, Calliope, and North Bundaberg; white ants had done some damage at the last place. Complaints were made at Elliott and at South-east Bundaberg that storm waters swamp the kitchen through the defective hood of the chimney. Eleven houses were reported as requiring to be painted. Several require a verandah or window-shades on the exposed side.

At Provisional schools there is a residence of some kind at Boolburra, Brushy Creek, Bucca Crossing, Drummer's Creek, Duaringa, Isis River, and Isis South. A room on the verandah, or part of the schoolroom partitioned off, is provided at Apple-tree Creek, Blackwater, Dingo, Goganjo, Moolboolaman, and Mount Shamrock. At other places the teacher resides with one of the settlers.

3. WATER SUPPLY.—New tanks have been provided at Gayndah and Torbancelea; an extra one is required at Banana and Stanwell. Underground tanks were found at Calliope, Gladstone, North Bundaberg, and Westwood, and all of them are in a more or less unsatisfactory condition, particularly the one at Calliope, where the defective slab cover allows surface drainage to enter. The tanks at Emerald are fixed on the verandah floor; having no overflow pipe, the water runs over the verandah and is rotting both the floor and pillars. At Cometville, both house and schoolroom, the fallpipes are broken down, and comparatively little rainwater is saved. It would be a source of great convenience were all playsheds provided with spouting and a tank. One tank was found at 14 Provisional schools only, and it was almost useless at 2 of these.

4. outhouses.—Additional accommodation has been provided at Banana and Clermont; it is required at Stanwell and West Maryborough. Repairs are required at Cometville, Emerald, South Kolan, Maryborough Central (boys), and Woongarra, caused by the ravages of white ants chiefly. The outhouses at the following Provisional schools were almost beyond repairs, being in very bad condition indeed:—Apple-tree Creek, Blackwater, Boolburra, Dingo, Duaringa, Greenwood, Horton, Isis South, Mount Larcombe, Norton, Tegege, and Walla. Nuisances from various causes existed at Calliope, Emerald, Gladstone, Gracemere, Mount Perry, East Bundaberg, North Bundaberg, Maryborough Central (boys), Maryborough Central (infants), and Tantitha. I gave authority to have some of these abated. A moderately high flood causes a disagreeable nuisance at South Bundaberg (boys).

5. GROUNDS.—



5. **GROUNDS.**—Arbor Day is welcomed by those teachers who take a pleasure in beautifying the grounds; the whole year is arbor day at some schools—West Maryborough particularly. A few teachers I am afraid look upon tree-planting as an additional burden placed on them. Shade and ornamental trees have been successfully planted and are in active growth at most State schools; at others they are in a sickly condition, the chief causes of which are errors in planting and choice of trees, negligence, and poor soil. At a few schools little or no trouble has been taken. Among the best kept grounds are Maryborough West, Maryborough Central, Westwood, Torbanelea, Gooburrum, Stanwell, Mount Perry, and North Bundaberg. Native trees of any value for beauty or shade are found at few State schools. Drainage is required at Elliott, South Kolan, and Torbanelea. The grounds at Barolin are overrun with *sida retusa* and weeds; they are spreading at Calliope, Gooburrum, Maryborough Central (near gully), South Kolan, and Stanwell. Some clearing has been done at East Bundaberg and Kalkie.

From the fact that few Provisional school grounds are fenced, very little trouble has been taken to improve them. Comparatively few committees even take the trouble to clear away the brushwood and dead timber which are sources of danger both to the buildings and pupils.

Pretty and well cared for gardens in front of the residences were found at Maryborough West, Maryborough Central, Calliope, Springsure, and a few others. Several residences are not fenced in from the rest of the grounds, and at these of course there has been little or no attempt made at flower cultivation. At other schools, however, where the residence is fenced, and where the soil is good, as at Elliott, Gooburrum, and Kalkie, more weeds than flowers are to be found. Surely flowers and ornamental foliage which can be obtained and cultivated with so little trouble at most places are more gratifying than gardens of weeds and rubbish.

The following State schools were, at the time of my visit, unprovided with a playshed:—Barolin, Bundaberg East, Bundaberg South, Burnett Heads, Cometville, Elliott, Gooburrum, Gracemere, Gin Gin, Maryborough West, Stanwell, St. Helens, Torbanelea, and Woongarra. The shed at South Kolan is a poor one; Westwood has two.

Gravel for filling-up purposes was wanted at Bundaberg East, Bundaberg North, Maryborough Central, and St. Helens. Half of the playground at Bundaberg South (boys) is a swamp.

6. **FENCES.**—New fences have been erected at Currajong Creek, Gin Gin, and Torbanelea. Banana is the only State school in this district unprovided with a fence of some kind. The fences at Calliope, Gracemere, and Springsure are in bad condition. Repairs are required at Gladstone, Emerald, Mount Perry, and St. Helens. Kalkie wants a new gate and culvert.

7. **LAVATORIES AND HAT-ROOMS.**—None are provided at Banana, Gladstone, and Gracemere. Towels, soap, and basins were requirements at many schools. Authority was given to have extra hat-pegs fixed where their want was felt.

8. **LARGE SCHOOL BELLS** are in use at Banana, Clermont, Gracemere, Maryborough Central, and Springsure.

#### INTERNAL ORGANIZATION.

1. **STATE SCHOOL TEACHERS.**—During the year there were employed at the several schools in this district 29 male and 3 female head teachers, 6 male and 32 female assistant teachers, and 12 male and 21 female pupil-teachers—in all, 103. The average daily attendance for the quarter preceding inspection being 3,091·4, there was an average of 30 pupils per teacher. The average number of pupils per teacher in 1890 was 27. The increase is therefore 3.

There were 10 schools with 1 teacher, 7 schools with 2 teachers, and the rest had 3 or more. The average number of pupils per teacher in the first of these divisions was 34, ranging from 43·1 at Gin Gin to 19 at Elliott; in the second division it was 28·5, ranging from 38 at Springsure to 24·2 at Torbanelea; and in the rest it was 31, ranging from 44·5 at Gladstone to 17·7 at Gayndah. The staff at Gladstone was exceptionally weak. Diphtheria had been raging at Gayndah during the quarter preceding my visit.

No head teacher in this district is in the First or highest Class, and no assistant teacher is in the Second. Of the former, 23 are in the Second Class and the remainder are in the Third. Most of the assistant teachers are distributed over the three divisions of the Third Class, the majority of them being in the second division; and the rest are unclassified. Now that the conditions for admission to Second Class are relaxed, the number of Third Class teachers striving to pass the necessary examination is increasing. Three male and 8 female teachers belonging to this district made the attempt at the examination held in December last. The results are not yet published.

Head teachers, with scarcely an exception, are discharging their duties earnestly, faithfully, and successfully. Reports on their industry, skill, and discipline, summarised, are as follows:—*Industry*—27 good, or very good, and the rest fair, or very fair; *Skill*—26 good, or very good, and the rest fair, or very fair; *Discipline*—19 good, or very good, 8 very fair, and the rest moderate to fair.

Assistant teachers are as a body fulfilling their duties honestly, diligently, and to the best of their ability. In reporting on the efficiency of their subordinates in the general returns, head teachers generally did so in very favourable terms—a few are reported as being slow, and more as being weak disciplinarians. It has been pointed out year after year that assistant teachers should be placed in charge of sections of the school where possible, in order to assist in the training of pupil-teachers, and for other reasons; but, with few exceptions, they are discharging no more responsible duties than should reasonably be expected from an advanced pupil-teacher. This is neither just to the Department nor to the assistant teachers. Regarding the Department it is naturally expected that higher salaries should be accompanied by higher duties; and regarding the assistants it need only be mentioned perhaps that as most of our head teachers are now drafted from their ranks, it is necessary that they should receive present practical experience in school government in order to fit them for the higher duties they may be called upon to discharge.

Pupil-teachers generally were reported as being diligent, attentive, and more or less successful as teachers. Many of them are very useful teachers, others are improving; a few of them, however, would be better employed in some other vocation. Regulation 43 should have the effect of preventing weeds from entering the service in future.

One-fourth only of the subordinate teachers are males. New head teachers were appointed to 8 schools in this district during the past year.

2. PROVISIONAL SCHOOL TEACHERS.—At Eidsvold, where the attendance was large, more than one teacher was employed. This school has since been raised to a State school. All other schools had one teacher only. The total number of teachers was 43. The average attendance for the quarter preceding inspection was 808·3, which gives 18·8 pupils to each teacher employed. There was considerable variation, however, in the several schools. Bathampton had an average of 39·3; at Mount Larcombe it was only 7·4; and at three special schools, Baffle Creek No. 1, Baffle Creek No. 2, and Bustard Head, it was lower still. Comparatively few have passed the examination for admission as temporary teacher, and fewer still that for admission as teacher of the Third Class. There is little ambition among them. Excluding Eidsvold, the following sat for examination in December last:—3 for temporary teacher, 3 for teacher of the Third Class, and 1 for teacher of the Second Class. The last of these, the teacher at Mount Shamrock, is superior to the average Provisional school teacher. About five-sixths of the remaining unclassified teachers are apparently contented with their position. It is to be hoped that the sliding scale of payments provided in Regulation 66 will induce more of them to study and sit for examination. A few Provisional school teachers in this district are equal to, or little in the rear of, the average assistant teacher in State schools; but many of them are inferior both as scholars and teachers, and will never improve. Most of them are discharging their duties to the best of their ability. Success in Provisional schools will not be an accomplished fact until our surplus female assistants are placed in charge of them, or until some preliminary training under an experienced teacher is made a necessary condition to an appointment.

There is little or no improvement in the accommodation provided for married teachers. Those employed at Boolburra, Boyne River, Bucca Crossing, Dingo, Drummer's Creek, and Isis River are provided with a house of some description. Unmarried teachers are better off, for most of them can find more or less suitable accommodation at a settler's home, while a few of them are provided with a room attached to the schoolroom.

Table A.  
TEACHERS IN STATE SCHOOLS.

Status.	Males.		Females.	
	Head Teachers.	Assistant Teachers.	Head Teachers.	Assistant Teachers.
Class I. ... ..	0	0	0	0
Class II. ... ..	20	0	3	0
Class III. ... ..	9	5	0	27
Unclassified ... ..	0	1	0	5

Table B.  
PUPIL-TEACHERS IN STATE SCHOOLS.

Status.	Males.	Females.
Fourth Class ... ..	3	9
Third Class ... ..	4	6
Second Class ... ..	5	5
First Class ... ..	0	1
On Probation ... ..	0	0

Table C.  
TEACHERS IN PROVISIONAL SCHOOLS.

Sex.	Have passed no stated Examination.	Have passed the Examination for Admission as a Temporary Teacher under the Department.	Have held the Rank of Classified Teacher under the Department.
Males ... ..	15	8	2
Females ... ..	12	3	3

3. PUPILS.—The enrolment for the quarter preceding inspection was 2,204 boys and 2,045 girls in State schools, and 591 boys and 563 girls in Provisional schools, giving a total enrolment of 5,403 pupils. During the same quarter the average daily attendance was in State schools—boys 1,619·6, or 73 per cent. of the enrolment; girls 1,471·8, or 71·9 per cent.; and in Provisional schools—boys 418·7, or 70·8 per cent.; girls 389·6, or 69·2 per cent. From these numbers it is seen that girls are kept at home more than boys are—they are more useful on busy days.

At



At the date of inspection, 2,073 boys and 1,908 girls were enrolled in State schools; and 573 boys and 556 girls in Provisional schools; of the former, 1,730 boys and 1,584 girls were examined; and of the latter, 482 boys and 458 girls. The number examined was 83·2 per cent. of the enrolment in both classes of schools.

The *quality* of the attendance (four days out of five) was 54·5 per cent of the enrolment in State schools, and 59 per cent. in Provisional schools: in all it was 55·4 per cent. There was considerable variety in the various schools, wet weather and sickness being the chief causes. The scrub roads around Bundaberg and Childers are in wet weather almost impassable. Sickness affected the attendance at Gayndah. It is very difficult, however, to find a reason for the great difference in several cases. The Bundaberg schools ranged from 63 per cent. to 46 per cent., and the Maryborough schools from 62·7 per cent. to 44 per cent. The attendance in both of these towns was more regular than during the previous year. The schools in the immediate neighbourhood of Bundaberg are among the worst, the best of them being Gooburru with 59·5 per cent., and the worst Elliott with 25·9 per cent. Only 4 State schools reached 70 per cent. and over—namely, Banana 77·8, Gracemere 73·5, Gladstone 71·4, and South Kolan 71·3 per cent.; 10 State schools ranged from 60 to 70 per cent., 6 from 50 to 60 per cent., 8 from 40 to 50 per cent., and the rest below 40 per cent. Provisional schools vary even more than State schools; 3 reach 100 per cent., and 3 others fall below 20 per cent. The best are Rolleston 100 per cent., Baffle Creek No. 2 100 per cent., Bustard Head 100 per cent., 2 from 90 per cent. upwards, 3 between 80 and 90 per cent., and 6 between 70 and 80 per cent. The worst are Horton 12·9 per cent., Capella 16·3 per cent., Isis South 18·9 per cent., and 7 others ranging from 21 per cent. to 40 per cent.

*Punctuality* was reported as *excellent* in 5 State schools, *very good* in 15, and *good* in 7. At Provisional schools it was *excellent* in 12, *very good* in 9, and *good* in 6. At 2 State schools and 3 Provisional schools punctuality was *very good* according to the Class Roll, but was *bad* at inspection. It was no uncommon thing to find that "lates" had been negligently recorded. Regulation 136 (last paragraph) and General Instruction 103 are not carried out in all schools.

Fifty-one children are reported by State school teachers as not attending any school, and 35 children by teachers in Provisional schools. As 26 out of the above 51 are reported from Gayndah, where the parents did not soon recover from the diphtheria scare, there is left 25 for the remaining 32 State schools. The teachers of 8 large schools made no report. The figures therefore in relation to places where State schools are established must be taken for what they are worth. Regarding Provisional schools the figures may be looked upon as approximately correct, because the teachers have a better knowledge of the surrounding district than the teachers in towns can possibly have. Two hundred and eighty-six pupils in State schools, and 133 in Provisional schools are also reported as attending school at the rate of less than 60 days in each half-year. These numbers are very likely as correct as it is possible to make them.

One thousand eight hundred and twenty-three pupils were admitted into State schools, and 497 into Provisional schools during the year. A large number of these are simply transfers from one school to another—from the infant's department, for example, to that for boys or for girls, or to a new school. Slightly over 3,000 promotions were made between inspections, 1,534 from class to class, and 1,472 from draft to draft of the same class. The promotions were nearly 60 per cent. of the enrolment.

Table D.  
ATTENDANCE OF PUPILS.

	State Schools.		Provisional Schools.		Total.		Grand Totals.
	Boys.	Girls.	Boys.	Girls.	Boys.	Girls.	
On roll at end of quarter preceding inspection ...	2,204	2,045	591	563	2,795	2,608	5,403
Average attendance during quarter preceding inspection...	1,619·6	1,471·8	418·7	389·6	2,038·3	1,861·4	3,899·7
Attended four days out of five in quarter preceding inspection	1,235	1,082	350	331	1,585	1,413	2,998
On roll at date of inspection ...	2,073	1,908	573	556	2,646	2,464	5,110
Examined ...	1,730	1,584	482	458	2,212	2,042	4,254

Two pupils were presented from this district for the Grammar School scholarship examination, and only one, from Maryborough Central (girls), was successful.

4. CLASSIFICATION.—The percentage of pupils below the third class, *i.e.*, of those who have not reached the standard of efficiency varies little from year to year. In this district it was 74·9 per cent. in 1890, and 74·2 per cent. in 1891. In the whole colony in 1890 it was 73 per cent. There is little variation also in the average age of the various classes, as compared with previous years. Compared with schools generally for 1890, the average age in this district for 1891 was slightly lower in all classes except the fifth. At inspection 8 State schools had a fifth as the highest class, 19 had a fourth, 5 had a third, and 1 (Maryborough Central Infants) had a first. The fifth class generally was simply an upper fourth, and was taught with the fourth in almost all subjects. In Provisional schools, 1 had a fifth class as the highest, 19 had a fourth, 16 had a third, and 5 had a second. Several of the fourth and third classes in these schools were such in name only; they were rarely in advance of the schedule requirements for the next lower class. It appears useless to advise Provisional school teachers to soar no higher than a third class, unless in exceptional cases, and these are very few. It is rare to meet with one of them who is able to successfully teach the higher branches of education required in the fourth class, and comparatively few of them can teach arithmetic well. In many schools of both kinds there is a tendency to divide the school into too many drafts, for which there is not in the majority of cases the slightest necessity. This weakness is chiefly noticeable in small schools taught by one teacher. In these schools the average number of drafts is over 5. One teacher had 8 drafts, 4 had 7, 5 had 6, and the rest had 4 or 5. It is absurd to imagine that any teacher, even the best and most experienced, can successfully manage more than

than 4 drafts. At Maryborough Central (boys) and South Bundaberg (boys) 10 per cent. of the school was found in the first class; most of these pupils have attended school very irregularly; their average age was nine years.

Table E.  
CLASSIFICATION OF PUPILS.

Class.	On Roll at date of Inspection.		Percentage of Enrolment.	Examined.		Average Age of Pupils on Roll at date of Inspection.	Average Proficiency in all Subjects expressed as a percentage.		
	Boys.	Girls.		Boys.	Girls.				
STATE SCHOOLS.									
Fifth	...	...	37	34	1.7	28	33	15.1	73.1
Fourth	...	...	160	155	7.9	137	123	13.3	68.0
Third	...	...	344	337	17.1	297	282	11.9	63.9
Second	...	...	645	633	32.1	545	536	10.0	64.5
First	...	...	887	749	41.0	723	610	7.1	65.8
Total	...	...	2,073	1,908	99.8	1,730	1,584	...	...
PROVISIONAL SCHOOLS.									
Fourth	...	...	27	39	5.8	22	34	14.1	66.6
Third	...	...	85	100	16.3	71	85	12.8	59.9
Second	...	...	200	185	34.1	178	152	10.2	59.4
First	...	...	261	232	43.6	211	187	7.1	59.8
Total	...	...	573	556	99.8	482	458	...	...
ALL SCHOOLS.									
Fifth	...	...	37	34	1.4	28	33	15.1	73.1
Fourth	...	...	187	194	7.4	159	157	13.7	67.5
Third	...	...	429	437	16.9	368	367	12.1	61.8
Second	...	...	845	818	32.5	723	688	10.1	61.7
First	...	...	1,148	981	41.6	934	797	7.1	62.4
Total	...	...	2,646	2,464	99.8	2,212	2,042	...	...

5. DISCIPLINE.—This was reported as being very satisfactory in most schools. In only one State school was it reported as being but moderate; and in only one Provisional school as being indifferent. Extremes in the use of the cane were rarely met with; visiting every offence, however trifling, with corporal punishment, or, however serious, with moral suasion, are mistakes wherever found. In the former case the pupils look upon the teacher as a petty tyrant, or they look upon corporal punishment as a necessary accompaniment to school work, receive it as a matter of course, and immediately offend again. In the latter case our Queensland youth take full advantage of the teacher's mistaken leniency. In schools generally it was pleasing to find the pupils honest, diligent, and honestly striving to do themselves and their teachers credit.

Order was generally reported as creditable. The common features were orderly marching and class changes, and quietness during lessons; pupils neat in appearance, and schoolrooms clean and tidily arranged. Marching and changes are accompanied by singing in most schools, and are almost perfect. In a few schools the teacher unfortunately cannot sing, in others he can, but does not apparently care to give himself trouble. There is a wide difference between the orderly and the disorderly marching in these two classes of schools. Except in the very worst schools, disorderly tables, presses, or walls are not now met with. Many schoolrooms are tastefully decorated with pictures and coloured illustrations. West Maryborough excels in this direction. This school also stands prominently forward for its beautiful flower-beds and nicely arranged school grounds. A few schoolrooms have not been swept daily, the windows and outside walls not regularly cleaned, and spiders have been rarely disturbed. These instances were, however, very rare.

6. RECORDS.—These were reported as being neat, correct, and complete at Bundaberg East, Bundaberg South (boys), Burnett Heads, Calliope, Clermont, Cometville, Elliott, Gayndah, Maryborough Central (girls), Maryborough Central (infants), Mount Perry, South Kolan, Springsure, Stanwell, Westwood, and Woongarra State schools; and at Bathampton, Bustard Head, Childers, Drummer's Creek, Isis North, and Rosewood Crossing Provisional schools. At many other schools the errors were slight. Instances of carelessness or negligence in the keeping of the records were rare. The most common errors were:—(a) *Admission Register*—Unposted promotions and re-admissions. (b) *Time-book*—No variation in time of arrival and departure—arrival 9.0, departure 4.30, or some such figures day after day, and week after week. (c) *Class Roll*—No previous class time given to re-admitted pupils; draft time not carried forward; days open instead of school days as 80 per cent.; and days calculated from date of enrolment in all cases. (d) *Portfolio*—Papers not neatly arranged; kept as a receptacle for stationery. (e) *Time Tables*—Unequal distribution of school time; unworkable. (f) *Work-book*—Vague and indefinite terms; criticism in figures only.

7. INSTRUCTION.—Two weak features which I pointed out in my last report are still too common: non-preparation of work to be taught on next and following days, and the neglect of criticism lessons. The former is very common in Provisional schools, and is not absent in several State schools; the latter could and should be given wherever pupil-teachers are employed. The average proficiency in the several branches



branches of instruction differs but slightly from that of the previous year. There was a slight increase in nine subjects, and as slight a falling-off in the others. The greatest increase was 4·4 per cent. in mechanics, and the greatest falling-off was 3·4 per cent. in music. The results in writing and needlework were over very fair; were over fair in six subjects; and from moderate to fair in the rest.

*Reading* was generally very fair to good in the fourth and fifth classes, moderate in third and upper second, and fair in low second and first. Recitation was a failure in many schools, where the pupils had learnt so many words, which they repeated in a more or less inaudible, indistinct, and hurried monotone. The best recitation was found in the first and low second classes, and the worst in the higher classes, where it should be the best. Much blame has been laid on the old reading books for defective reading and recitation: it is to be hoped that the new books will give better results.

*Writing* gave very fair results. The subject varies pretty considerably, ranging in State schools from 70 per cent. at Gracemere to 86·7 per cent. at Emerald, and in Provisional schools from 59 per cent. at Isis South to 86·7 per cent. at Bustard Head. Writing is carefully taught and supervised in most schools; in a few it is left to take care of itself.

*Arithmetic*.—The first three branches in this subject—tables, notation and numeration, and simple rules—gave satisfactory results. The higher rules were not so successful. The results were disappointing in a few State schools and in several Provisional schools. Mental arithmetic would be more successful if practical examples were given the pupils, instead of long and useless calculations in multiplication and division.

*Object Lessons* were not a great success in some schools. The common distaste to giving these lessons, non-preparation of the subject-matter, the want of objects, and the neglect of criticism lessons are the principal causes of the want of success. A few schools have now small collections of minerals and other objects; comparatively few teachers can ever hope to get together a decent collection unless assisted by the Department. The expenses would be too heavy. Teachers in different parts of the colony would be only too glad to exchange objects with each other, if the Postal authorities would carry them free of expense. Temperance lessons were not more successful than in the previous year, and for the reasons then given. They are very unpopular both with pupils and teachers.

*Drill* was satisfactory in most schools. The new physical exercises were a success in those schools where the teachers have themselves had the advantage of a drill instructor, as in Bundaberg and Maryborough; but they were not attempted at other schools. Gymnastic exercises receive little attention in this district.

*Music* is a success in few schools, and a failure in most. It remains to be seen whether the schedule changes in this subject will cause its teaching to be more successful.

*History, Mechanics, and Geography* gave results between moderate and fair. Each subject has received mechanical and uninteresting treatment.

*Grammar* was a success in two branches—parsing and analysis. Too much attention has been paid to these in many schools, and too little to the other branches in this subject.

*Domestic Economy*.—Practical cookery is carried out with great success at Bundaberg South (girls). At inspection there was displayed a beautiful collection of cakes, tarts, custards, puddings, &c., made by the pupils of the third, fourth, and fifth classes. These tempting articles are regularly made through the year, and receive practical attention and criticism. The subject, theoretically, is well taught at most schools.

*Needlework* was very creditable in most State schools, but it was unsatisfactory in three of them. It varied from 90 per cent. at Stanwell to 55 per cent. at Woongarra. Sewing is taught at Provisional schools which have a female teacher. In these schools it varied from 92·5 per cent. at Eidsvold (the best in the district) to 20 per cent. at Blackwater.

*Home Exercises* receive the careful attention they deserve in the majority of schools.

Table F.  
AVERAGE PROFICIENCY IN SUBJECTS OF INSTRUCTION.

Subject.	Average Proficiency as a Percentage.		
	State Schools.	Provisional Schools.	All Schools.
Reading ... ..	65·7	61·5	63·4
Object Lessons ... ..	59·6	54·8	56·8
Writing ... ..	78·0	73·5	75·5
Arithmetic ... ..	63·4	56·1	59·3
Drill ... ..	65·6	55·8	60·6
Music ... ..	55·5	* 36·0	45·9
Geography ... ..	62·3	53·0	57·0
Grammar ... ..	62·7	56·3	59·2
Derivation ... ..	70·9	59·6	65·2
Composition ... ..	70·7	67·5	68·9
History ... ..	57·2	55·0	56·7
Mechanics ... ..	58·1	† 50·0	57·7
Domestic Economy ... ..	69·4	63·3	67·4
Needlework ... ..	75·3	67·5	72·1
Home Exercises ... ..	68·4	64·9	66·5

\* Singing only in most schools.

† Taught in one school only.

The following schools obtained exceptionally high marks in the more important subjects. It does not necessarily follow that these are the best schools—often they belong to the mediocre class. The schools are those which are up to schedule requirements over the whole range of subjects, and, as a general rule, get neither exceptionally high nor low marks in any.



*Reading.*—Emerald 73·8, Kalkie 73·2, South Kolan 72·6, Stanwell 71·8, Clermont 71·2, South-east Bundaberg 71; also Bustard Head 80, Albionville 71·6, and Dingo 70·8.

*Writing.*—Emerald 86·7, Gayndah 86, Mount Perry 84·3, Bundaberg South (girls) 84, South Kolan 83, East Bundaberg 82·3, Stanwell 82·3, Calliope 82, West Maryborough 81·7, South-east Bundaberg 81·3, St. Helens 81, Westwood 80·7, Cometville 80, Copperfield 80; also Bustard Head 86·7, Douglas Creek 85, Walla 85, Baffle Creek (No. 1) 83, Goganjo 82·3, Isis North 82, Watawa 81, Baffle Creek (No. 2) 80, Greenwood 80, and Rosewood Crossing 80.

*Arithmetic.*—Calliope 75·7, South Kolan 73·8, Mount Perry 73, Stanwell 72·8, Maryborough Central (infants) 72, Banana 70·3; also Bustard Head 79·2, St. John's Creek 78·2, Baffle Creek (No. 2) 72·2, Currajong Creek 72, Isis North 72, and Albionville 71·8.

*Geography.*—Westwood 74, North Bundaberg 71·5, South-east Bundaberg 70·8, Mount Perry 69·2, Emerald 68·7, Barolin 68, South Bundaberg (girls) 68, Gayndah 67·5, Gladstone 67·4, South Kolan 66·6, Clermont 65·5, Maryborough Central (girls) 65·4; also Bustard Head 72, Duaringa 70, Brushy Creek 67·5, Endeavour Sawmills 66·7, and Currajong Creek 65.

*Grammar.*—Kalkie 76·3, Banana 75, East Bundaberg 72·8, Maryborough Central (boys) 72·5, Cometville 72·2, Westwood 71·2, North Bundaberg 70·8; also The Springs 83·3, Bustard Head 76·2, Baffle Creek (No. 2) 75, Rosewood Crossing 75, Goganjo 72·5, Walla 71·8, Albionville 70, and Isis North 70.

*Sewing.*—Stanwell 90, East Bundaberg 88, South Bundaberg 88, Gayndah 85, South Kolan 85, St. Helens 83·5, Maryborough Central (girls) 83, Kalkie 82·5, West Maryborough 82·5, Tantitha 81·5, Mount Perry 80·5, Emerald 80; also Eidsvold 92·5, Greenwood 83, Springs 83, Tegege 81·5, and Brushy Creek 80.

*Home Exercises.*—Emerald 77·5, South Bundaberg (boys) 77, South-east Bundaberg 73·5, South Bundaberg (girls) 73, Gayndah 72·5, Gooburru 70, South Kolan 70, Maryborough West 70, Tantitha 70, Westwood 70; also Bustard Head 76·5, Brushy Creek 75, Rolleston 75, Tegege 73·5, Walla 73·5, Baffle Creek (No. 2) 73, Greenwood 72, Childers 70, Isis North 70, Moolboolaman 70, Springs 70, and Watawa 70.

Table G.

## SCHOOLS IN ALPHABETICAL ORDER.

Schools.	Highest Class.	Accommodation in square feet.		Attendance.						Discipline.	General Condition.	Progress.	Children between the ages of 5 and 13, within 2 miles, who do not	
		Inside Floors.	Verandah Floors.	On Roll at Date of Inspection.	Examined.	Average for Quarter preceding Inspection.		Attended 4 days out of 5.					Attend any School.	Attend at least 60 days in each Half-year.
						Number of Pupils.	Percentage of Enrolment.	Number of Pupils.	Percentage of Enrolment.					
STATE SCHOOLS.														
Banana ... ..	IV.	540	135	31	30	30·3	84·2	28	77·8	Very good	Satisfactory	Good in the upper classes of the school; slow in the lower	0	0
Barolin ... ..	IV.	680	544	49	39	39·8	65·4	20	32·8	Very fair	Satisfactory	Slow	0	7
Bundaberg East ...	IV.	1,241	976	172	142	142·4	77·4	116	63·0	Good	Very satisfactory	Good	*	7
Bundaberg North ...	IV.	1,250	976	153	124	127·3	72·9	92	52·8	Very fair	Satisfactory	Good	0	4
Bundaberg South (Boys)	V.	2,400	1,920	187	150	138·6	70·0	91	46·0	Good	Satisfactory	Good	*	12
Bundaberg South (Girls)	V.	2,450	2,592	412	328	298·1	71·5	206	61·1	Good	Very satisfactory	Very good	*	34
Bundaberg South-east	IV.	1,550	1,013	280	200	221·5	72·6	157	51·4	Very good	Satisfactory	Good	*	*
Burnett Heads ...	IV.	612	612	83	67	42·7	59·2	27	36·4	Very fair	Satisfactory	Good	2	14
Calliope ... ..	IV.	728	546	77	64	57·3	72·6	46	58·2	Very good	Satisfactory	Slow, but steady and sure	1	7
Clermont ... ..	IV.	2,340	1,416	245	205	194·8	77·0	139	54·7	Good	Very satisfactory	Very good	0	14
Cometville ... ..	III.	780	1,008	38	31	38·7	80·6	33	63·7	Very fair	Satisfactory	Very fair	0	0
Copperfield ... ..	IV.	1,592	1,271	21	17	17·5	76·0	9	39·1	Very fair	Satisfactory	Some in fourth and first classes	0	0
Elliott ... ..	III.	450	350	29	24	19·0	55·9	9	25·9	Fair	Improving	Moderate	0	16
Emerald ... ..	V.	1,355	1,333	105	85	77·0	73·3	66	62·8	Very good	Very satisfactory	Very good	0	9
Gayndah ... ..	IV.	1,940	648	108	85	53·0	43·4	51	41·8	Good	Satisfactory	Good, considering the attendance	26	39
Gin Gin ... ..	III.	540	480	59	38	43·6	70·3	38	61·3	Moderate	Moderately satisfactory	Very slow	0	0
Gladstone ... ..	IV.	1,300	2,594	176	122	133·7	76·4	125	71·4	Good	Satisfactory	Good	0	8
Gooburru ... ..	III.	532	448	41	35	32·4	77·1	25	59·5	Good	Fairly satisfactory	Moderate	1	6
Gracemere ... ..	III.	576	704	48	45	38·6	78·7	36	73·5	Very fair	Satisfactory	Very fair	5	1
Kalkie ... ..	IV.	918	408	83	63	46·4	66·0	30	45·4	Very good	Very satisfactory	Good	2	2
Kolan South ... ..	IV.	850	400	103	101	94·0	81·7	82	71·3	Very good	Very satisfactory	Very good	1	2
Maryborough Central (Boys)	V.	4,152	1,840	179	167	140·0	77·3	110	60·7	Good	Satisfactory	Good	*	8
Maryborough Central (Girls)	V.	4,560	1,672	162	153	141·0	74·6	94	49·7	Very good	Satisfactory	Fair	*	22
Maryborough Central (Infants)	I.	3,068	1,728	175	166	167·0	71·6	115	49·3	Very good	Very satisfactory	Good	*	11
Maryborough, St. Helens	V.	711	316	111	100	105·8	74·0	63	44·0	Fair	Satisfactory	Very fair	1	26
Maryborough West ...	V.	2,333	1,784	305	289	242·0	76·3	199	62·7	Very fair	Satisfactory	Good	*	9
Mount Perry ... ..	IV.	1,791	1,325	121	108	105·1	76·1	88	63·7	Very good	Very satisfactory	Very good	2	7
Springure ... ..	IV.	1,200	960	94	78	71·7	78·8	62	65·9	Very fair	Satisfactory	Very fair	0	0
Stanwell ... ..	IV.	480	372	64	50	42·3	61·3	19	27·5	Very good	Very satisfactory	Very good	6	0
Tantitha ... ..	IV.	648	560	53	34	34·2	62·2	25	45·5	Very fair	Satisfactory	Very fair	0	5
Torbanelea ... ..	IV.	630	560	62	40	48·6	78·3	43	69·3	Very fair	Satisfactory	Fair	0	2
Westwood ... ..	V.	980	570	81	75	60·1	73·3	40	48·7	Very fair	Satisfactory	Very fair	0	6
Woongarra ... ..	IV.	612	544	74	60	48·9	71·0	33	50·0	Fair	Satisfactory	Very fair	1	8
PROVISIONAL SCHOOLS.														
Albionville ... ..	II.	392	224	19	18	15·0	68·2	15	68·2	Very fair	Very promising	Good	0	0
Apple-tree Creek ...	II.	360	104	24	19	15·6	55·7	6	21·4	Moderate	Unsatisfactory	Little or none	0	16
Baffle Creek No. 1 ...	III.	100	78	6	6	5·3	88·7	5	83·3	Very good	Satisfactory	Sound	0	0
Baffle Creek No. 2 ...	IV.	486	216	6	6	5·8	96·6	6	100·0	Very good	Satisfactory	Sound	0	0
Bathampton ... ..	III.	384	192	46	40	39·3	87·3	44	97·7	Very fair	Moderately satisfactory	Fair in some subjects	3	0

\* Teacher does not report.

TABLE



Table G—continued.  
SCHOOLS in ALPHABETICAL ORDER—continued.

Schools.	Highest Class.	Accommodation in square feet.		Attendance.						Discipline.	General Condition.	Progress.	Children between the ages of 5 and 13, within 2 miles, who do not attend any school.	
		Inside Floors.	Verandah Floors.	On Roll at Date of Inspection.	Examined.	Average for Quarter preceding Inspection.		Attended 4 days out of 5.					Attend at least 80 days in each half-year.	
						Number of Pupils.	Percentage of Enrolment.	Number of Pupils.	Percentage of Enrolment.					
PROVISIONAL SCHOOLS—continued—														
Blackwater	III.	364	143	16	9	13.2	77.5	10	58.8	Fair	Moderately satisfactory	Slow in first class, little or none in second and third	0	0
Boolburra	IV.	352	154	35	33	30.6	82.7	26	70.2	Very fair	Moderately satisfactory	Rapid—not sound	0	0
Boyne River	III.	240		29	19					Very fair	Fairly satisfactory	Making some	0	0
Brushy Creek	IV.	336	112	14	13	13.2	77.6	11	64.7	Good	Very satisfactory	Very good	0	0
Bucca Crossing	II.	336	168	24	21	16.4	53.2	19	61.3	Very fair	Satisfactory	Fair	2	0
Bustard Head	V.	160		6	6	6.0	100.0	6	100.0	Very good	Very satisfactory	Very good	0	0
Cania	II.	180		17	12	15.8	87.7	10	55.5	Good	Unsatisfactory	Some	0	0
Capella	IV.	600		47	36	20.8	54.1	8	16.3	Indifferent	Unsatisfactory	Little or none	5	19
Capella*	III.			46	32	38.1	72.2	28	56.0	Moderate	Moderately satisfactory	Very fair	2	9
Childers	III.	420		36	30	29.7	73.8	23	58.9	Very fair	Satisfactory	Good	0	0
Clyde Creek	IV.	375		19	18	13.4	70.5	10	52.6	Fair	Fairly satisfactory	Moderate	0	0
Currajong Creek	III.	360	192	31	23	22.5	75.0	21	70.0	Very good	Very satisfactory	Good	2	1
Dingo	III.	336	168	35	33	20.4	72.8	13	46.4	Moderate	Fairly satisfactory	Slow, but sound	0	0
Douglas Creek	IV.	280	320	21	21	15.2	69.1	9	40.9	Good	Satisfactory	Very fair	0	0
Drummer's Creek	III.	448	336	23	21	24.1	80.3	20	66.7	Fair	Moderately satisfactory	Some, but slow	0	0
Duaranga	IV.	288	240	41	37	33.4	90.2	29	78.3	Good	Satisfactory	Very fair	0	4
Eidsvold	IV.	1,554	992	231	182	145.3	63.2	186	81.4	Fair	Moderately satisfactory	Rapid, but not sound	8	41
Endeavour Sawmills	III.	294		12	11					Very good	Satisfactory	Making some	0	0
Goganjo	IV.	338	182	15	4	14.0	93.3	14	93.3	Good	Satisfactory	Good generally	0	0
Greenwood	IV.	192	112	15	15	12.0	80.0	6	40.0	Very good	Very satisfactory	Good	0	0
Horton	IV.	372	192	44	37	29.3	54.3	7	12.9	Fair	Moderately satisfactory	Moderate	7	11
Isis North	IV.	384		17	12	16.3	58.2	6	21.4	Good	Very satisfactory	Good	1	8
Isis South	III.	432	216	33	23	22.9	61.8	6	18.9	Moderate	Moderately satisfactory	Slow	3	6
Isis River	II.	360	140	16	13	11.0	57.7	8	42.1	Moderate	Moderately satisfactory	Moderate	0	7
Moolboolaman	III.	336	120	18	14	12.3	64.7	4	21.0	Fair	Moderately satisfactory	Fair	0	5
Mount Lacombe	III.	240	160	9	8	7.4	73.0	8	80.0	Moderate	Unsatisfactory	Little or none	0	0
Mount Shamrock	IV.	336		28	27	21.3	68.7	11	35.4	Good	Very satisfactory	Very good	0	1
Norton Digings	III.	308	143	26	22	19.9	76.9	18	69.2	Very fair	Fairly satisfactory	Fair	0	0
Raglan Creek	IV.	420		26	19	21.0	77.7	19	70.3	Moderate	Moderately satisfactory	Some	0	0
Rolleston	IV.	450	540	15	15	14.4	96.0	15	100.0	Very good	Satisfactory	Very fair	0	0
Rosewood Crossing	III.	216		18	15	12.0	88.4	10	71.4	Very good	Satisfactory	Good	2	1
St. John's Creek	III.	1,224	528	17	7	17.7	93.1	9	31.0	Good	Satisfactory	Fair	0	0
Tegege	IV.	288	168	10	7	7.7	85.5	7	77.8	Very good	Satisfactory	Good	0	0
The Springs	IV.	216	144	15	14	12.2	67.7	9	50.0	Very good	Very satisfactory	Good	0	0
Walla	IV.	364	234	20	18	13.4	66.9	13	65.0	Good	Very satisfactory	Good	0	0
Watawa	III.	480		26	21	20.6	63.2	17	54.5	Very good	Satisfactory	Fair	0	0
Yandaran Creek	IV.	468	182	24	24	17.7	72.0	17	70.8	Good	Satisfactory	Fair	0	0

\* Second inspection.

I have, &c.,  
GEORGE HARRAP,  
District Inspector.

The Under Secretary, Department of Public Instruction, Brisbane.

## CENTRAL DISTRICT.

## REPORT OF MR. DISTRICT INSPECTOR CANNY.

SIR,—I beg to submit my Annual Report for the year 1891.

## DISTRICT.

This district, found to be unduly large in 1890, was in 1891 reduced in size by the excision of the schools along the Central Railway from Rockhampton as far west as Emerald, including the schools in and around Clermont and Springsure. There were also omitted the two comparatively outlying schools at Banana and Rolleston. The number of schools remaining on my official list for last year were in all 65, divided as follows:—

State schools for Girls only	...	...	...	...	...	...	1
" " Boys only	...	...	...	...	...	...	4
" " Infants only	...	...	...	...	...	...	1
" " Girls and Infants only	...	...	...	...	...	...	3
" " Boys, Girls, and Infants	...	...	...	...	...	...	24
Provisional schools	...	...	...	...	...	...	26
Roman Catholic schools	...	...	...	...	...	...	4
Private schools	...	...	...	...	...	...	2

**DUTIES.**—From the beginning of the year until the 14th of March my time was occupied in reading and valuing examination papers, and in compiling my Annual Report for the previous year. During the remaining portion of the year I was occupied in the work of inspection, excepting a period of three weeks' illness in the month of August, during which I was unable to do duty. In addition to the work of inspection proper, inquiries were held in two instances into the conduct of teachers, and in three other instances into matters connected with the establishment of new schools.

**INSPECTION.**—All the schools in my district were inspected once in detail, and second incidental visits were paid to the schools at Winton, Allenstown, Rockhampton Central (boys), Rockhampton Central (girls), North Rockhampton (boys), and North Rockhampton (girls and infants). The many large schools in this district, and the immense distances to be travelled, necessitated the exercise of great physical strain in order to overtake the work. The distance travelled was 6,026 miles, of which 2,440 miles were by coach. During the year eleven Sundays were spent in travelling; while days on which I worked from twelve to sixteen hours were not infrequent. The visit to the small and far-off Provisional school at Boulia consumed three weeks. It may be deemed worthy of consideration whether a visit once in two years to such an exceptionally far-away school would not satisfy the conditions, and thus leave more time for fuller inspection of the inside schools.

## MATERIAL ORGANIZATION.

The large majority of the State school buildings were found to be in good condition, and to afford sufficient internal floor accommodation. At Mount Morgan a fine class-room had been added, which quite remedied the unsatisfactory condition of overcrowding found at the time of the previous inspection. Additional internal floor accommodation was still found to be needed at Mackay (boys), Bowen (girls), Port Curtis Road, St. Lawrence, and Rockhampton (girls). The furniture and materials for instruction were in all State schools sufficient in quantity, and generally suitable in kind.

The Provisional schools vary in material condition from indifferent in the case of the school buildings at Arrilalah, Nebo, and Andromache, to good in the case of the buildings at Boulia, Alton Downs, and Pine Hill. Towards the close of the year great improvement had been effected in the material arrangements of the Provisional school at Jericho. Here a new committee was appointed, who inaugurated their instalment in office by effecting substantial improvements in the school building, and by erecting new closets in suitable positions. There is much reason to urge upon committees the necessity for increased attention to their duties in the matters of repairs and improvements to school buildings. In most of the Provisional schools of this district there is no protection from the mid-summer heat but the iron roof, often of only moderate height above the pupils' heads, and the heat from which is but slightly more endurable than if the children were taught in the open. During my visits I have seen cases of headache and weakness arising from such conditions, and I therefore think it necessary to direct the attention of parents and committees to this point, affecting as it does the health and, it may be, the lives of their children. If boarding be found too expensive, I think that a ceiling of canvas should be provided in every instance where the roof is of iron.

**GROUND.**—These are ample in area, and with a few exceptions are securely fenced. They are generally dry and well drained. The worst condition with regard to drainage occurs at the girls' and infants' school at Mackay, where in rainy weather the grounds become a perfect morass. Owing to the establishment of Arbor Day, tree-planting has now become general throughout the district, and in all cases where the head teachers bestir themselves, the pupils show much interest in the work. In some of the school grounds flower culture is encouraged to a most pleasing extent, and notably so in the schools at Rockhampton Central (boys), Rockhampton Central (infants), North Rockhampton (boys), North Rockhampton (girls and infants), Allenstown, and Bowen (girls and infants). In the western part of the district much patient effort is being expended in the matter of tree-planting, but operations in this direction are much hampered by the difficulty of procuring water during the dry months. The most satisfactory results were found at Blackall and Barcardine.



**TEACHERS' RESIDENCES.**—These generally afford sufficient accommodation, are cleanly in appearance, and in some instances show evidence of exceptional neatness and taste on the part of the occupants. Some of the residences were found to need repairs of more or less importance, amongst which may be specified the need for a kitchen and for ceiling and lining the rooms at Eton; ceiling, lining, and painting at Aramac; repairs to the roof at Mackay (boys); painting and minor repairs to the residence at St. Lawrence; a tank for the residence, North Rockhampton (boys); and a more suitable room for the teacher at Winton. It is gratifying to observe that in the matter of house accommodation increased attention has of late years been paid to the comfort and convenience of teachers. This is at it should be. There appeared no reason why the teacher should be less comfortably housed than the local postmaster or the local telegraph manager, whose work, as compared with that of the teacher, is of a mechanical nature, is less arduous, and certainly not of more importance to the State.

### INTERNAL ORGANIZATION

**STAFFS.**—During the year there were in the State schools of this district 84 teachers and 31 pupil-teachers; and in the Provisional schools 26 teachers. The average number of pupils to each teacher was—in State schools 32·8, and in Provisional schools 18. As compared with the numbers in 1890 there is shown an increase of 7 pupils more per head for the teachers in State schools, and 1 pupil less per head for the teachers in Provisional schools. Much comment has sometimes been heard regarding the numerical strength of the teaching staffs in the Queensland schools. "Too few pupils to each teacher," said the critics. For my own part, if I may venture an opinion, I have little sympathy with the principle that would tend unduly to lessen the strength of the teaching staffs. Teachers here have to work under severe climatic conditions, and I may add, that if our schools have hitherto been strongly staffed, the State was repaid in efficient work, such as was calculated to bring our system into public favour here, and to show our school work in a favourable light when compared with that of the other Australian colonies. If such conditions of efficiency are to be maintained, it will not be by reducing our school staffs to what is known in England as "the starvation allowance."

The head teachers as a body continue to show commendable zeal in the discharge of their duties, though I cannot report that such zeal was universal. A few were found who to a large extent forgot that they had duties to perform and only remembered that they had salaries to receive. The defects leading to this conclusion were specially reported to the Department, and were brought prominently under the notice of the teachers themselves. Amongst the large majority of the head teachers I found improvement in skill, in discipline, and in organizing power. In earnestness, in knowledge of their duties, in mastery of details, in the treatment of their subordinates, and in the success with which they get the teachers and pupils under them to carry out the work, I am proud to be able to state that there is in the Central District a fair percentage of head teachers who reach closely to the ideal standard. A few considerably improve their ideas of method and management by the perusal of educational magazines, such as "The Practical Teacher," and "The Teacher's Aid." It were well if the practice were more generally followed. A change has taken place in the headship of one of the large Rockhampton schools, which there is reason to believe will operate greatly to the benefit of the school. During the year two head teachers in this district have been advanced, on account of efficient service, to the charge of more important schools.

The assistant teachers prove themselves diligent and fairly skilful, but it is to be desired that in their case greater love of study and self-improvement were shown. Instances presented themselves of ignorance in certain important branches, such as would be deemed unbecoming in a fourth class pupil. Many who pass, by a bare mark, into the position of teacher of the Third Class, seem to imagine that private study should be laid aside, and hence it often happens that in a few years the little knowledge acquired during their pupilage is forgotten. There are, however, assistants in this district no less distinguished for their literary attainments than for the excellent character of their class-work in schools. One assistant has passed with great credit the examination for the position of teacher of the First Class.

The reports on the work of the pupil-teachers as recorded in the general returns are, as a rule, satisfactory, but judging by the lessons given for examination marks in class teaching, many of the faults in method described in last year's Annual Report still prevail. Many of the pupil-teachers are kept entirely to the work in the junior classes, a practice tending to incapacitate them for the work of controlling advanced pupils or for teaching advanced subjects. I think head teachers could do much in the way of encouraging a love for literature amongst their pupil-teachers by frequently reading for them and talking over with them a few pages from Macaulay, or from Lecky, or from some good modern magazine. The result would soon show itself in improved style of composition and in greater mental vigour. It is a significant circumstance, and one, I think, to be regretted, that the number of pupil-teachers in the Central District appears to be greatly on the decrease during the past few years. With the less inducements offered under the revised regulations to candidates for apprenticeship, there is foreshadowed a danger of decline in our pupil-teacher system—a system under which have been trained many of the finest teachers in the service. If from any cause the source of our own home supply of teachers be cut off or greatly limited, we may in a few years find it a matter of heavy expense and much difficulty to provide a sufficient and suitable supply of teaching power from outside sources.

In the case of most of the Provisional school teachers, fair ability was shown in the teaching of the three R's; but in such subjects as grammar and geography many were unable, from want of sufficient knowledge, to produce even moderate results. This was notably the case in some of the Provisional schools near Rockhampton, and in three of the Provisional schools near Mackay. A few teachers were met with who, instead of listening to advice or hints for their future guidance, went into lengthy explanations as to what they taught and how they taught in certain subjects, forgetful that one was mainly concerned in finding out what the pupils *learn* and *understand* of such subjects, and that when  
 as is shown, it behoves the teacher to listen to advice and to alter his plans, with the hope of  
 getting

getting better results. One teacher was reported as incompetent, and 4 others as showing but moderate capacity for their work. The Provisional schools obtaining the highest results were found at Nebo, Kington, Melrose, Coningsby, and Arrilalah.

Table A.  
TEACHERS IN STATE SCHOOLS

Status.	Males.		Females.	
	Head Teachers.	Assistant Teachers.	Head Teachers.	Assistant Teachers.
Class I. ... ..	1	0	0	0
Class II. ... ..	12	3	3	0
Class III. ... ..	11	17	4	28
Unclassified ... ..	1	0	0	4
Total ... ..	25	20	7	32

Table B.  
PUPIL-TEACHERS IN STATE SCHOOLS.

Status.	Males.	Females.
Fourth Class ... ..	3	9
Third Class ... ..	2	5
Second Class ... ..	1	5
First Class ... ..	2	3
On Probation ... ..	1	0
Total ... ..	9	22

Table C.  
TEACHERS IN PROVISIONAL SCHOOLS.

Sex.	Have passed no stated Examination.	Have passed the Examination for admission as Temporary Teacher under the Department.	Have held rank as Classified Teacher under the Department.
Males ... ..	7	4	2
Females ... ..	11	1	1
Total ... ..	18	5	3

CLASSIFICATION AND ATTENDANCE.—From a study of the figures in Table D it may be seen that the average daily attendance of pupils for the quarter preceding inspection was 69·8 per cent. of the enrolment, and of those who attended four days out of five the percentage was 54·2. These figures show improvement on those of the previous year, especially in the quality of the attendance, which in 1890 reached only 41·1 per cent. of the enrolment.

In classification also there is shown a slight improvement in the number enrolled in the upper classes, as contrasted with the number in 1890. But in this direction there is still cause for complaint, when it is seen that, even in State schools, 74·7 per cent. are enrolled in classes below third. There is reason to hope that under the revised Regulations improvement in the matter of higher grading and more rapid progress will result. The evil of undue multiplication of drafts, pointed out in last year's report, has almost entirely disappeared. In many of the Provisional schools defective classification was found, arising from teachers neglecting to acquaint themselves with the schedule requirements.

Table D.  
ATTENDANCE OF PUPILS.

	State Schools.		Provisional Schools.		Total.		Grand Totals.
	Boys.	Girls.	Boys.	Girls.	Boys.	Girls.	
On roll end of quarter preceding inspection ... ..	2,791	2,574	377	329	3,168	2,903	6,071
Average attendance during quarter preceding inspection	1,972·8	1,798·4	246·1	221·7	2,218·9	2,020·1	4,239
Attendance four days out of five in quarter preceding inspection	1,506	1,244	160	152	1,666	1,396	3,062
On roll at date of inspection ... ..	2,195	2,051	264	239	2,459	2,290	4,749
Examined ... ..	2,065	2,009	252	231	2,317	2,240	4,557

**Table E.**  
**CLASSIFICATION OF PUPILS.**

Class.	On Roll at date of Inspection.		Percentage of Enrolment.	Examined.		Average Age of Pupils on Roll at date of Inspection.	Average Proficiency in all Subjects expressed as a Percentage.
	Boys.	Girls.		Boys.	Girls.		
STATE SCHOOLS.							
Fifth ... ..	41	55	1.9	33	47	14.4	69.9
Fourth ... ..	239	179	8.2	208	164	13.7	66.0
Third ... ..	353	420	15.2	276	340	12.1	61.4
Second ... ..	735	658	27.3	591	580	10.3	68.8
First ... ..	1,265	1,155	47.4	957	878	7.8	58.7
Total ... ..	2,633	2,467	100.0	2,065	2,009	...	...
PROVISIONAL SCHOOLS.							
Fourth ... ..	11	10	3.0	9	9	14.3	61.7
Third ... ..	48	53	14.7	30	39	12.2	59.9
Second ... ..	119	112	33.4	86	81	10.3	58.5
First ... ..	195	143	48.9	127	102	7.2	57.7
Total ... ..	373	318	100.0	252	231	...	...
Grand Total ... ..	3,006	2,785	...	2,317	2,240	...	...

**RECORDS.**—These show greater care and accuracy in the entries. Time-tables are planned with better judgment; while the Class Rolls and the Admission Register were found in the large majority of schools to be neatly, correctly, and fully posted. In but a few even of the best schools are the entries in the Work Book as yet satisfactory. The faults in this record continue to be want of judgment in the selection and arrangement of the matter to be taught, want of definiteness and fulness in the entries, and in some of the large schools absence of hints or suggestions for the guidance of subordinates. A few teachers there are who, either through idleness or ignorance of its use, almost entirely neglect the Work Book. There are few parts of a teacher's duties more important than that of attention to the records, and in schools where these are punctually and accurately kept I have generally found good work to prevail in all other directions.

**DISCIPLINE.**—Excepting in 2 State schools and 1 Provisional school the discipline ranged from fair to excellent. The pupils were generally found to be obedient, and attentive, steady, and honest under examination; but in only a few instances were they found to be trained in habits of self-respect and of polite behaviour. On these latter points much of course depends on the home training; but still teachers can do their share in inculcating by precept, and still more by example, the principles of courtesy and good taste. In the new curriculum provision is made for the teaching of manners and conduct in our schools; but though much benefit will accrue from such lessons, their fuller practical application will be found only where the teachers themselves possess and show towards their fellow-teachers and their pupils the qualities of gentlemanhood or ladyhood as the case may be. Among the schools most distinguished for excellent discipline, including good manners, may be particularised those at Mackay (boys), Mount Morgan, Cawarral, Barcaldine; and the Provisional schools at Nebo and Boulia.

**Table F.**  
**AVERAGE PROFICIENCY IN SUBJECTS OF INSTRUCTION.**

Subject.	Average Proficiency as a Percentage.		
	State Schools.	Provisional Schools.	All Schools.
Reading ... ..	66.7	60.0	63.3
Object Lessons ... ..	62.1	49.4	55.7
Writing ... ..	75.1	73.6	74.4
Arithmetic ... ..	66.5	54.3	60.4
Drill ... ..	63.0	54.4	58.7
Music ... ..	61.4	...	61.4
Geography ... ..	59.6	44.3	52.0
Grammar ... ..	57.8	51.8	54.8
Derivation ... ..	68.0	61.6	64.8
Composition ... ..	65.3	68.8	67.1
History ... ..	65.8	60.0	62.9
Mechanics ... ..	56.2	...	56.2
Domestic Economy ... ..	60.0	...	60.0
Needlework ... ..	69.2	50.0	59.6
Home Exercises ... ..	70.3	65.4	67.8
Temperance ... ..	56.1	35.0	46.0

**INSTRUCTION.**—The percentages recorded in Table F show improvement since the previous year in nearly all subjects of instruction. In such branches as comprehension of lessons, mental arithmetic, parsing, and descriptive geography, I found the knowledge to be fuller and more exact than formerly. In some of the larger schools I could have wished for more time to pursue the tests, but the effort to inspect within the year every school in my district hampered me in this direction. I believe it to be essential to continued sound educational progress that the inspection of schools should be searching and minute.

*Reading.*—



*Reading.*—The reading approached very fair in State schools and averaged fair in Provisional schools. In some schools, otherwise well taught, I found the faults of inaudibility and defective articulation still to prevail. The introduction of the new series of reading books should tend to improve the character of the reading, as the lessons appear to be more interesting and of better style than are those in the late books. I consider, however, that the questions set forth at the end of each lesson are of doubtful utility, as tending to weaken the teachers' originality and to produce in the pupils a dull uniformity in the character of the answering. The following schools showed well to the fore in the matter of reading:—Rockhampton Central (boys), Mount Morgan, Mackay (boys), North Rockhampton (girls and infants), Bowen (boys), and Cawarral.

*Writing.*—This subject shows high results throughout the district—in State schools 75·3 per cent., and in Provisional schools 73·6 per cent. The schools that secured the highest marks in penmanship were—North Rockhampton (girls and infants), Mount Morgan, Rockhampton Central (girls), Cawarral, Kington, Coningsby, Yeppoon, Eton, Andromache, and Port Curtis Road.

*Arithmetic.*—A notably weak point in this subject was the want of ability on the part of the pupils in the lower classes to apply in practice the lessons taught in notation. Children who could readily take down set questions in notation to seven places of figures were yet unable to apply their knowledge in taking down from dictation an addition sum containing numbers varying from two to four places. Very fair improvement in the higher arithmetic was shown generally in the State schools, but only to a limited extent in the Provisional schools. I found that greater attention had been paid to the working of problems in mensuration, and as bearing on this point I am glad to see that mensuration forms a prominent feature in the new curriculum. It is to be hoped that reasons for the processes, as far as set forth in the text-book, will receive due attention. One school in this district has already made good headway in mensuration work—namely, that at Mackay (boys). Here, too, was found work in general arithmetic indicating both intellectual and incisive teaching. The other schools distinguished for good work in arithmetic are Cawarral, Mount Morgan, Yeppoon, Emu Park, Rockhampton Central (boys), Rockhampton Central (girls), North Rockhampton (girls and infants), and Winton; while Kington and Nebo take first rank in this subject amongst the Provisional schools.

*Geography.*—There is a feature in connection with the teaching of map-drawing in our schools which I think is worthy of the consideration of teachers with a view to amendment. Time and labour are often spent by pupils in getting up elaborately-drawn maps in which much colouring and much printing are set forth. In many instances I found that pupils who had laboured long in preparing these well-finished maps were yet unable to sketch even the roughest plan of the school grounds or the surrounding localities. For mapping all that should be needed is a fairly correct outline with a few of the most important physical and political features shown, while the time spared from fanciful and often useless ornamentation might well be devoted to the more practical and more profitable work of learning how to sketch the direction of a road and showing the positions of streets, houses, and farms in the neighbourhood of the school.

*Grammar and Composition.*—The subject of grammar continues to show but moderate results, except in the best State schools. Higher values would appear if a share of the time now given to parsing and analysis were devoted to special lessons on the accidence and the rules of syntax. Composition shows a fair degree of improvement, though not to the extent that could be desired. On this point I consider it unnecessary to write at length, as the remarks in my Annual Reports for 1889-90 still apply.

*Home Exercises.*—In these neatness of work formed a prominent and pleasing feature, and it is to be hoped that carefulness in this matter will continue to receive due share of attention. There are other points in which the home exercises serve as a fairly true barometer in judging of the relative merits of schools, chief of which is the kind of question set for home work. In the one school may be seen questions, varied, original, and comprehensive in character, showing forethought in the setting and calculated to interest pupils and to call forth their best efforts; in another school pupils are told to work a page of sums from Colenso or Hunter, to analyse a lengthy passage, or to parse a long sentence in which no suitable difficulties in structure appear, or to deal with a question in geography requiring little thought or descriptive power in the answering. Here we see the difference between the intelligent and the mechanical teacher, and here we not infrequently discover points distinguishing the industrious from the idle teacher.

*Needlework* receives due attention, and generally very satisfactory results are obtained. The best needlework was seen in the girls' and infants' school at North Rockhampton.

Table G.  
SCHOOLS IN ALPHABETICAL ORDER.

Schools.	Highest Class.	Accommodation in square feet.		Attendance.						Discipline.	General Condition.	Progress.	Children between the ages of 5 and 13, within 2 miles, who do not	
		Inside Floors.	Verandah Floors.	On Roll at Date of Inspection.	Examined.	Average for Quarter preceding Inspection.		Attended 4 days out of 5.					Attend any School.	Attend at least 60 days in each Half-year
						Number of Pupils.	Percentage of Enrolment.	Number of Pupils.	Percentage of Enrolment.					
STATE SCHOOLS.														
Alsatia ... ..	IV.	919	816	101	70	67·0	71·1	42	44·6	Good ... ..	Satisfactory ... ..	Very fair ... ..	0	10
Aramac ... ..	III.	665	568	48	47	34·6	66·6	25	48·0	Very good ... ..	Satisfactory ... ..	Fair ... ..	0	19
Barcaldine ... ..	IV.	1,710	720	253	196	193·2	76·2	155	61·2	Excellent ... ..	Very satisfactory in most respects	Very fair ... ..	3	18
Blackall ... ..	IV.	1,710	1,200	177	137	155·6	81·8	127	70·5	Very good ... ..	Satisfactory ... ..	Very fair ... ..	11	18
Bogantungan ... ..	III.	648	648	47	40	35·5	65·0	13	24·0	Fair; wanting in firmness	Fairly satisfactory	Fair, in some branches	0	0
Bowen (Boys) ... ..	IV.	1,075	408	75	60	63·9	76·7	44	53·6	Very good ... ..	Very satisfactory	Good, in most subjects	0	0
Bowen (Girls and Infants)	V.	1,180	540	155	140	125·2	74·9	109	65·2	Very good ... ..	Very satisfactory	Very fair ... ..	*	*

\* Not known.

TABLE



Table G—continued.  
SCHOOLS IN ALPHABETICAL ORDER—continued.

Schools.	Highest Class.	Accommodation in square feet.		Attendance.						Discipline.	General Condition.	Progress.	Children between the ages of 5 and 13, within 3 miles, who do not	
		Inside Floors.	Verandah Floors.	On Roll at Date of Inspection.	Examined.	Average for Quarter preceding Inspection.		Attended 4 days out of 5.					Attend any School.	Attend at least 60 days in each half-year
						Number of Pupils.	Percentage of Enrolment.	Number of Pupils.	Percentage of Enrolment.					
STATE SCHOOLS—continued—														
Cawarral ... ..	IV.	1,128	896	101	86	73.7	70.2	43	43.0	Excellent	Highly satisfactory	Very good	0	0
Emu Park ... ..	IV.	647	460	52	40	42.0	72.4	33	50.9	Very good	Very satisfactory	Good	0	0
Eton ... ..	IV.	720	720	69	44	48.7	67.5	37	51.4	Very good	Very satisfactory	Very fair	0	0
Glenmore ... ..	IV.	800	640	38	32	31.1	85.8	20	52.6	Weak; prompting prevalent	Fairly satisfactory	Some	0	0
Homebush ... ..	IV.	600	360	52	39	39.4	65.5	19	37.2	Good	Satisfactory	Very fair	0	0
Isisford ... ..	III.	491	416	42	36	34.9	79.3	34	77.2	Improved	Satisfactory	Very fair	1	1
Mackay (Boys) ... ..	V.	1,570	904	239	210	179.8	73.0	125	51.0	Excellent	Highly satisfactory	Very good	7	36
Mackay (Girls and Infants)	V.	3,520	2,334	430	375	259.9	62.1	129	30.9	Very good	Satisfactory	Very fair	0	68
Mackay, North ... ..	IV.	882	504	59	32	35.5	63.4	15	26.8	Very good	Satisfactory	Very fair	0	6
Mount Morgan ... ..	IV.	3,036	1,028	531	428	414.0	73.5	309	54.8	Excellent	Highly satisfactory	Very good	20	43
Muttaburra ... ..	III.	475	408	31	30	15.3	50.1	7	23	Very good	Satisfactory	Fair	5	11
Rockhampton—Allenstown ... ..	IV.	2,000	2,100	287	210	237.6	71.5	215	64.7	Pupils orderly and attentive	Satisfactory in lower classes only	None in upper classes	1	32
Central (Boys) ... ..	V.	4,577	3,272	482	366	352.8	76.1	308	66.4	Very good	Very satisfactory	Very good	45	31
Central (Girls) ... ..	V.	2,340	1,523	302	306	299.0	75.0	192	48.6	Very good	Very satisfactory	Good	0	76
Central (Infants) ... ..	I.	3,559	...	527	390	349.6	68.6	209	51.0	Excellent	Very satisfactory	Good	0	20
North (Boys) ... ..	IV.	2,000	1,296	187	137	138.2	74.3	95	51.0	Very good	Very satisfactory	Good	0	24
North (Girls and Infants)	V.	3,377	3,100	298	236	233.3	69.9	165	66.2	Very good	Very satisfactory	Sound and rapid	5	53
Pink Lily Lagoon ... ..	IV.	480	480	55	43	38.2	65.8	18	31.0	Good	Fairly satisfactory	Fair	2	0
Port Curtis road ... ..	IV.	480	480	86	80	60.2	68.1	48	54.5	Very fair	Satisfactory	Very fair	0	12
St. Lawrence ... ..	IV.	480	624	66	61	57.0	81.4	52	74.3	Good	Satisfactory	Very fair	0	0
Te Kowai ... ..	IV.	665	560	110	79	60.4	58.6	31	29.2	Excellent	Very satisfactory	Good	0	0
Winton ... ..	V.	1,014	416	62	55	48.4	64.5	27	36.0	Very good	Very satisfactory	Very fair	0	7
Yaamba ... ..	IV.	555	248	20	18	15.4	66.9	8	34.8	Very fair	Tolerably satisfactory	Some	23	3
Yeppoon ... ..	IV.	404	196	48	40	41.1	82.0	36	72.0	Good	Very satisfactory	Good	3	0
PROVISIONAL SCHOOLS.														
Alpha ... ..	III.	652	252	26	19	22.4	81.0	20	76.0	Good	Satisfactory	Fair	1	0
Alton Downs ... ..	III.	390	168	24	16	15.3	63.7	9	27.5	Very good	Satisfactory	Fair	0	3
Andromache ... ..	III.	384	...	15	15	13.6	85.0	16	100.0	Good	Moderately satisfactory	Some	0	0
Arrislah ... ..	III.	240	84	14	13	18.2	65.0	13	46.3	Good	Very satisfactory	Good	0	0
Bajool ... ..	IV.	240	...	16	12	15.4	77.0	9	45.0	Fair	Moderate	Some, in a few subjects	0	1
Boula ... ..	III.	468	416	22	21	18.5	84.0	20	90.5	Excellent	Satisfactory	Fair	0	0
Coningsby ... ..	IV.	630	560	43	31	17.7	50.0	6	17.1	Very good	Satisfactory	Fair	0	0
Crocodile Creek ... ..	IV.	360	336	27	25	25.1	68.6	12	32.5	Very good	Moderately satisfactory	A little	0	6
Dalma ... ..	III.	200	63	27	12	9.4	72.3	5	38.0	Very fair	Tolerably satisfactory	Some	0	0
Eungella ... ..	IV.	280	...	13	13	12.4	75.9	13	76.4	Good	As yet, indifferent	A little	1	1
Flat Top ... ..	V.	170	...	6	6	6.0	100.0	6	100.0	Good	Fairly satisfactory	Some	0	0
Habana ... ..	IV.	189	94	23	18	13.2	57.4	8	34.7	Good	Moderately satisfactory	Some	0	0
Hampden ... ..	III.	390	...	39	24	12.3	38.9	0	0.0	Very fair	Tolerably satisfactory	Some	0	0
Jericho ... ..	II.	384	...	33	32	26.9	74.7	22	61.1	Very good	Very satisfactory	Very fair	3	3
Kington ... ..	IV.	240	...	17	16	12.1	66.6	9	50.0	Good	Very satisfactory	Good	0	1
Koumala ... ..	III.	216	108	18	9	8.1	50.0	0	0.0	Fair	Only moderately satisfactory	Some	0	0
Lake's Creek ... ..	III.	800	378	130	84	94.3	69.8	64	51.2	Very good	Very satisfactory	Good	2	7
Lillymere ... ..	II.	288	240	13	10	8.2	53.3	6	40.0	Moderate	Very unsatisfactory	A little, in writing and oral spelling	0	0
Marion Mill ... ..	III.	640	270	41	17	13.6	43.9	4	12.9	Good	Fairly satisfactory	Fair	0	1
Melrose ... ..	III.	210	126	10	9	7.2	65.5	4	36.4	Very good	Very satisfactory	Good	0	0
Mount Hedlow ... ..	III.	312	156	36	24	22.6	59.4	8	24.3	Very fair	Moderately satisfactory	Some	0	0
Nebo ... ..	III.	...	...	23	17	18.0	78.2	13	56.5	Very good	Very satisfactory	Sound	0	0
New Zealand Gully ... ..	IV.	623	192	26	18	20.9	77.8	14	61.8	Very fair	Fairly satisfactory	Some	0	1
Pine Hill ... ..	III.	630	297	14	6	13.2	75.0	15	80.0	Good	Satisfactory	Fair	0	2
Sea Hill ... ..	III.	240	548	19	8	10.4	43.3	5	20.8	Very fair	Fairly satisfactory	Fair	0	0
Warden Bend ... ..	II.	224	...	14	13	12.2	91.6	12	92.3	Very fair	Moderately satisfactory, but hopeful	Fair, considering the short time the school had been established	0	0

\* Not known.

At the recent scholarship examination 13 pupils from this district succeeded in gaining prizes. Of these 1 was from Mackay and 12 were from Rockhampton. For some years past Rockhampton had not been represented on the scholarship list, and this circumstance gave rise to much comment in the local Press. Though the winning of scholarships is not necessarily a test of efficiency in school management, it did appear that the higher schedule work had not been carried out to the same extent in the Rockhampton schools as in other centres. Here the teachers may have been partly to blame, but another cause may be found in the apathy of parents, many of whom it is to be feared prefer to see their children shine in football or in tennis, rather than in scholarship.

From a summing-up of the facts recorded in this Report it is gratifying to be able to state that the schools in this district are decidedly in a state of progression, that the instruction is generally sound and rapid, and that the morals and conduct of the pupils are on the whole exemplary. With continued earnestness on the part of the teachers there is reason to hope ere long for highly satisfactory results in book-learning, as well as for improvement in morals, in manners, and in all other points constituting the higher attributes of school discipline.

I have, &c.,

J. A. CANNY,  
District Inspector.

The Under Secretary, Department of Public Instruction, Brisbane.

NORTHERN

## NORTHERN DISTRICT.

## REPORT OF MR. DISTRICT INSPECTOR GRIPP.

Brisbane, March, 1892.

SIR,—I have the honour to submit to you the following General Report for the year 1891:—

## DISTRICT.

**LIMITS.**—The district allotted to me in 1891 was the same as in 1890—namely, the Northern District, in which are included all the schools north of the 21st parallel of south latitude, with the exception of 2 schools, 1 in and the other near Bowen.

**APPROPRIATION OF TIME.**—Allowing for Sundays, general holidays, Saturday half-holidays, and two local holidays, there remained 273 whole working days for the year 1891. Of these, 49 days were spent by me in reading and valuing examination papers, 10 days in compiling my report for the year 1890, 17 days on leave of absence, 110½ days inspecting, 41 days reporting inspections and inquiries, 36 days travelling, 1 day setting examination papers, 4 days holding inquiries, and 4½ days supervising the examination of teachers.

The foregoing figures indicate how much official time was devoted by me to my work; but I feel no hesitation in stating that to represent the total amount of work done, at least from 40 to 50 per cent. will have to be added to the working time as stated above, for to complete the work of the district I was compelled to work or travel on most of the holidays, Saturday afternoons, and even on Sundays, and to report nearly every evening.

**DISTANCE TRAVELLED.**—The total distance travelled by me on business during the year was 5,284 miles—1,921 by rail, 1,717 by steamer, 1,390 by coach, and 256 on horseback.

**CHILDREN EXAMINED.**—The total number of children examined by me during the year was 6,403. Of these, 5,217 belonged to State, 703 to Provisional, and 483 to Roman Catholic schools. On comparing these numbers with the corresponding ones of the preceding year, the number of scholars examined in State schools shows an increase of 734, in Provisional schools an increase of 172, but in Roman Catholic schools a decrease of 124. This decrease is owing to the Roman Catholic schools in Townsville not being inspected this year.

**INQUIRIES HELD.**—I held ten inquiries during the year in regard to the following matters:—

- (1.) Resumption of school ground at Thursday Island for defence purposes.
- (2.) Enlargement of Cooktown Boys' School.
- (3.) Substitution of a State for a Provisional school at Blackfellow's Creek.
- (4.) Establishment of a Provisional school at Welcome Pocket, Cairns-Herberton Railway.
- (5.) Establishment of a State school at Kuranda, near Barron Falls, Cairns-Herberton Railway.
- (6.) Drainage and filling-up of Ross Island playground.
- (7-10.) Complaints connected with teachers.

**SCHOOLS IN OPERATION.**—The total number of schools in operation during any part of the year was 74—namely, 33 State, 34 Provisional, and 7 Roman Catholic schools.

All the State schools were fully inspected. Two Provisional schools were not inspected—viz., Nigger Creek, which was closed owing to teacher's illness when I was in its neighbourhood, and Welcome Pocket, opened late in the year, after I had left that part of my district. Of the Roman Catholic schools, the three departments in Townsville were not inspected. I had reserved the two last working days of the school year (9th and 11th December) for these schools, but as they broke up on the 9th I was unable to carry out my intentions.

**FIRST INSPECTIONS.**—The following schools were inspected for the first time:—

- (i.) State—Cumberland, Queenton, and Halifax.
- (ii.) Provisional—Airdale, Atherton, Cordelia, Kirk River, Limestone, Mount Leyshon, Richmond, Torrens Creek, Stewart's Creek, and Carrington.
- (iii.) Roman Catholic—Cairns.

The State school at Halifax had formerly been inspected as a Provisional school.

The drawing class for the instruction of teachers and pupil-teachers in Townsville was also inspected and reported on.

The schools in operation during the year may be classified as follows:—

State schools for Boys only ...	...	...	...	...	...	3
" " " Girls only ...	...	...	...	...	...	1
" " " Infants only ...	...	...	...	...	...	1
" " " Girls and Infants ...	...	...	...	...	...	2
" " " Boys, Girls, and Infants ...	...	...	...	...	...	26
Provisional schools ...	...	...	...	...	...	34
Roman Catholic schools ...	...	...	...	...	...	7
Total schools of all kinds ...						74

**SCHOOL CHANGES.**—During the year 4 new State schools were established in my district—2, Cumberland and Queenton, in places hitherto provided with no school, and the remaining 2, Halifax and Black Jack, where Provisional schools had been in operation before.

The Cumberland School opened with a number of pupils considerably below the minimum required for a State school; and as the existence of the settlement depends on gold mining, it is hazardous to forecast its future. The Queenton School, Charters Towers, built to accommodate 134 pupils, had double that number of children in attendance from the day of opening, and steps have already been taken to enlarge it considerably. The establishment of this school has to only a moderate degree had the hoped-for effect of relieving the overcrowded Charters Towers schools.

Provisional



Provisional schools were established at Atherton and at Carrington, both near Herberton; at Cordelia, on the Herbert River; at Limestone, near Maytown; at Torrens Creek, on the Northern Railway 56 miles from Hughenden; at Stewart's Creek, 6 miles from Townsville; and at Welcome Pocket, 27 miles from Cairns, on the third section of the Cairns-Herberton Railway.

The Provisional school at Seaforth Sugar Plantation, Lower Burdekin, was closed during the year.

So far as I am aware, nothing further than what I stated in my last report has been done in reference to the establishment of State schools at North Hughenden and Pentland.

**PROJECTED SCHOOLS.**—A State school is about to be erected at Kuranda, near the Barron Falls; and it is contemplated to supersede the Blackfellow's Creek Provisional school, near Cairns, by a State school. Owing to the smallness of the attendance at the Burketown State school, that school will be carried on as a Provisional school from the beginning of the year 1892. In consequence of the removal of most of the inhabitants of Kamerunga since the completion of the second section of the Cairns-Herberton Railway, the State school there will, in all probability, have to be reduced to the status of a Provisional school, and to be removed to a more central site for the children who still remain in the locality.

#### MATERIAL ORGANIZATION.

The total amount of floor space in State schools is 48,256 square feet, which, divided by 4,681·7, the average number of children in attendance during the quarter preceding inspection, gives 10·3 square feet per pupil. In the following State schools the floor space is not sufficient to give 10 square feet for every pupil in average attendance:—Charters Towers (boys), Charters Towers (girls), Charters Towers (infants), Hughenden, Mount Albion, Townsville West, Ross Island, and Queenton. The most overcrowded schools are the Charters Towers Girls' and Charters Towers Infants' schools. If both the girls' and the infants' rooms were appropriated to the use of the infants alone, they would then afford only a little over 8 square feet per child. As it is now, an average of about 300 big girls in addition are worked in that space, and the verandahs are constantly being made use of for teaching purposes. A new building for the girls is urgently needed.

The girls and infants of the Townsville Central School went into their new building early in the year. The Croydon School has had a wing equal in size to the original building added to it; and large additions are now being made to the Ross Island and the Queenton schools. In Hughenden, Mount Albion, and Townsville West the over-crowding has not yet become so great as to interfere materially with the comfortable working of those schools.

All the Provisional schools have ample room for the average number of children in attendance. The aid promised by the Department on certain conditions towards the erection of Provisional schools will no doubt tend to secure a much better style of building than the ordinary Provisional school of the present time.

The State school buildings are on the whole in very good condition. Some requisite minor repairs were attended to at the time of inspection. The most important requirements noted under this head were the painting of the girls' and infants' schools at Charters Towers, and the ceiling of the old room at Ravenswood.

**RESIDENCES.**—The head teachers of all boys' and mixed State schools, except those at Burketown, Kamerunga, and Queenton, are provided with residences. Those at Kamerunga and Queenton receive an allowance for rent. A teacher's residence has been erected during the year at Maytown. In Charters Towers the building in the grounds of the girls' school, which was originally intended to be used as a residence by those female teachers who had no homes in the town, has been altered and adapted to the use of the head teacher of the boys' school. Improvements and repairs were needed at some of the residences, the principal ones being at Cairns, Cooktown, Craiglie, Croydon, Ingham, Townsville North, and Ross Island. In several instances the improvements asked for were verandahs on the eastern sides of the houses to shelter them from the morning sun, and to afford a cool retreat in the evening after the day's work was done.

Fourteen of the Provisional schools have residences for the teachers connected with them. In some cases they are separate houses, but generally they are in the form of a room attached to the school.

**GROUND AND FENCES.**—School grounds are generally kept as neat and clean as circumstances permit. Those at Townsville Central schools and at Ross Island need filling up and draining. The grounds at the Charters Towers schools are rough.

The State schools at Burketown, Craiglie, Croydon, Cumberland, Irvinebank, Maytown, Mount Albion, Thursday Island, Watsonville, Halifax, and Queenton were not fenced in at time of inspection. The Croydon grounds were then just about to be fenced, at Mount Albion a tender had been accepted, and at Watsonville tenders had been called. New fences are required at Townsville Central schools, and at the Charters Towers schools. In these large towns galvanised iron fences would be the most suitable. The fences at Ross Island need extensive repairs.

Eleven of the Provisional schools are fenced in.

**GARDENS AND TREES.**—The Arbor Day movement has on the whole been attended with gratifying results. Many additional trees were planted this year. Trees previously set were found to have made pretty fair progress. Flower gardens are not so common as I should like to see them. At Cooktown, Herberton, Halifax, Airdale, and Geraldton are found the best cared for flower beds.

**PLAYSHEDS.**—Eight State schools are still without these buildings, which are so necessary for the comfort of the children. These are Craiglie, Cumberland, Irvinebank, Kamerunga, Ravenswood, Townsville North, Watsonville, and Queenton. Croydon was provided with one during the year. At Irvinebank steps were being taken to collect the money required to build one.

Provisional schools are not as a rule provided with any shelter other than the schoolroom itself. At Ayr and Brandon are found the only properly-built sheds. At Airdale, Durham, and Limestone parents have erected very cheap but useful shelters of boughs.

**WATER SUPPLY.**—All State schools are sufficiently well supplied with water tanks except Watsonville and Queenton, and this deficiency at the latter school will be remedied with the enlargement of the school.

Provisional



Provisional schools with few exceptions have no water supply except that obtainable from the nearest creek or waterhole, occasionally a considerable distance off. The parents at Airdale deserve commendation for the care shown for the children's comfort in this respect. They had a well dug and a pump erected at a cost of £20.

**LAVATORIES AND HAT-ROOMS.**—These were as a rule found in fairly satisfactory order. Some improvements are required at Ravenswood, Cooktown (boys), Charters Towers (girls), and Charters Towers (infants). In Provisional schools hat-pegs and wash-basins are almost non-existent.

**OUTHOUSES.**—Those of State schools were generally found to be in good order and clean. Additions were made at Charters Towers (boys), at Ross Island, and at Craiglie. The outhouses belonging to Provisional schools are not nearly so satisfactory. At Torrens Creek none at all were provided; at Durham and Kirk River there was only one; and at Atherton, Mount Leyshon, Pentland, Sellheim, and Woodstock the two were back to back under one roof. At Durham an additional one was about to be erected. However primitive in structure, they were usually found to be clean.

**LARGE SCHOOL BELLS.**—These useful aids to securing punctuality are found at very few schools.

**FURNITURE AND APPARATUS.**—In State schools these were generally found in sufficient quantity and in good order. The principal requirements noted under this head were 14 desks and forms at Charters Towers (boys), 4 desks and forms at Cooktown (boys), several blackboards, ball-frames, and boxes of objects to illustrate "form" and "colour" at various other schools. Halifax School had not yet been provided with a clock.

The Provisional schools are as a whole pretty fairly equipped as regards both furniture and teaching appliances. In several schools, however, there was no proper blackboard, and in others no clock. Wherever I had the opportunity I drew the attention of the committees to these deficiencies.

In all schools the school property is generally well cared for, but in some Provisional schools a better receptacle for books might easily be provided.

**LIBRARIES.**—Only 3 schools have made a beginning in this direction—Ross Island, Mount Albion, and Cooktown (girls). No better practical method of giving children that taste for reading so much to be desired can readily be suggested than that of allowing them to have access to a suitable selection of books. A pleasing spirit of sympathy is also established between teachers and pupils where teachers take sufficient interest to read the books and to chat about them to their pupils.

#### INTERNAL ORGANIZATION.

**TEACHERS.**—*State School Teachers.*—The total number of teachers employed in the State schools at the time of inspection was 149, consisting of 46 males and 103 females. Compared with the number employed in 1890 this represents an increase of 19, of whom 5 are male head teachers, 1 female head teacher, 1 male assistant, 4 female assistants, 2 male pupil-teachers, and 6 female pupil-teachers.

Tables A and B show in detail the rank and classification of the State school teachers.

**Table A.**  
TEACHERS IN STATE SCHOOLS.

Status.	Males.		Females.	
	Head Teachers.	Assistant Teachers.	Head Teachers.	Assistant Teachers.
Class I. ... ..	0	0	0	0
Class II. ... ..	17	2	3	1
Class III. ... ..	9	25	2	37
Unclassified ... ..	2	0	0	2
Total ... ..	28	27	5	40

**Table B.**  
PUPIL TEACHERS IN STATE SCHOOLS.

Status.	Males.	Females.
Fourth Class ... ..	6	12
Third Class ... ..	1	4
Second Class ... ..	2	8
First Class ... ..	4	10
On Probation ... ..	0	2
Total ... ..	13	36

NOTE.—Seven of the teachers enumerated above have been counted twice, owing to removal from one school to another between inspections.

The average attendance in State schools during the quarter preceding inspection was 4,681.7. Dividing this number by 149, the number of teachers employed, gives an average of 31.4 pupils per teacher, which is an increase of 0.7 pupils over the average of the preceding year.

The following schools had the greatest number of pupils per teacher:—Queenton 44.9, Mundingburrah 39.9, Cairns 39, Charters Towers (infants) 39, and Ingham 38.7. The smallest numbers were found in Burketown 9.2, Cardwell 16, Kamerunga 20.3, Cumberland 20.8, and Irvinebank 22.6.

Of the head teachers in my district I am pleased to be able to report that as a body they perform their many onerous duties, both to their pupils and their subordinate teachers, with efficiency and zeal. Of few can it be said that they do not try their utmost to promote the welfare of those under their charge. Most of them also perform those delicate duties in which they come into contact with their committees, or with the parents of their pupils, with commendable tact. Indeed, the instances were very rare where a head teacher was not able to maintain pleasant relations between himself and his subordinates on the one hand, and between himself and his committee and the parents on the other.

The

The assistant teachers generally give loyal help to their head teachers. In several instances, however, complaints were made that they did not spend as much time in the previous preparation of lessons as the head teachers thought necessary.

The pupil-teachers are a hard-worked and hard-working body of young people. Their head teachers generally report well of their assiduity, both in regard to their home studies and their school work; 84·1 per cent. of them passed at the late examination.

*Provisional School Teachers.*—The 33 teachers of this rank who were inspected comprise 22 males and 11 females. They had an average of 20·1 pupils each, which is an increase of 1·7 pupils on the average of the preceding year. The highest averages per teacher were at Blackfellow's Creek 34·8, Ayr 33·7, and Woodstock 31·9; and the lowest at Flaggy, 7·6.

The following table gives the status of the Provisional school teachers:—

Table C.  
TEACHERS IN PROVISIONAL SCHOOLS.

Sex.	Have passed no stated Examination.	Have passed the Examination for Admission as a Temporary Teacher under the Department.	Have held the Rank of Classified Teacher under the Department.
Males ... ..	14	3	5
Females ... ..	9	1	1
Total ... ..	23	4	6

The majority of these teachers try to do their work to the best of their ability. Many of them have, unfortunately, never even seen how a well-conducted school is managed. If they could be sent for, say, a month to such a school before taking charge of a Provisional school, they would then have a model to work to, and would also have an opportunity of learning how to keep the record books and to make out the returns. As may be seen in Table C, 6 of these teachers hold, or have held, the rank of a classified teacher in our service.

The following table shows the results of the recent general examination, so far as candidates from the Northern district are concerned:—

Status Sought.	Present Status.	Number of Candidates.	Number who Passed.	Number who Failed.
Class II. ... ..	Class III. ... ..	8	...	8
Class III. ... ..	P.T. 4 ... ..	16	13	3
Class III. ... ..	T.T. ... ..	3	...	3
Class III. ... ..	No classification ...	2	1	1
P.T. 4 ... ..	P.T. 3 ... ..	4	3	1
P.T. 3 ... ..	P.T. 2 ... ..	10	8	2
P.T. 2 ... ..	P.T. 1 ... ..	12	11	1
P.T. 1 ... ..	P.T. 0 ... ..	2	2	...
Total ... ..		57	38	19

Of the 8 candidates for Class II., 5 gained an average of over 50 per cent. on all their papers, but failed in one or more essential subjects.

PUPILS.—

Table D.  
ATTENDANCE OF PUPILS.

	State Schools.		Provisional Schools.		Total.		Grand Totals.
	Boys.	Girls.	Boys.	Girls.	Boys.	Girls.	
On roll at the end of quarter preceding inspection ...	3,411	3,081	500	419	3,911	3,500	7,411
Average attendance during quarter preceding inspection	2,485·6	2,196·1	361	303·5	2,846·6	2,499·6	5,346·2
Attended four days out of five during quarter preceding inspection	1,817	1,508	305	246	2,122	1,754	3,876
On roll at date of inspection ... ..	3,242	2,936	486	401	3,728	3,337	7,065
Examined ... ..	2,738	2,479	384	319	3,122	2,798	5,920

This Table D presents very gratifying features when compared with the corresponding table in my last report, as improvement will be observed in nearly all directions.

The number of children enrolled at the end of the quarter preceding inspection was 6,492 in State, and 919 in Provisional schools. The average daily attendance in State schools for the same period was 4,681·7, which is equal to 72·1 per cent. of the number enrolled, and in Provisional schools 664·5, equal to 72·3 per cent. of the number enrolled.

Compared with the preceding year the number enrolled in State schools shows an increase of 727, and in Provisional schools an increase of 243. The average attendance in State schools shows an increase of 686·9 pupils, and the ratio which the average attendance bears to the number enrolled has risen from 69·3 per cent. to 72·1 per cent., or an increase of 2·8 per cent., and which is 8·8 per cent. higher than the average percentage for all the schools in the colony in 1890.

In Provisional schools the average daily attendance shows an increase of 204·8 pupils, and the percentage of attendance to enrolment an increase from 68 to 72·3 per cent., equal to 4·3 per cent.

In State schools the boys attended a little more regularly than the girls, the percentage of the boys' attendance being 72·9 per cent., and of the girls' 71·3 per cent. of the enrolment. In Provisional schools the girls attended a little better than the boys, the boys' attendance being 72·2 per cent. of the number enrolled, and the girls' 72·4 per cent.

The



The children who attended 4 days out of 5 during the quarter preceding inspection numbered—in State schools 3,325, equal to 51·2 per cent. of the number enrolled, which is 5·6 per cent. better than in 1890; and in Provisional schools 551, equal to 60 per cent. of the number enrolled, which is 11·5 per cent. better than in 1890.

In State schools 53·3 per cent. of the boys and 48·9 per cent. of the girls attended 4 days out of 5. In Provisional schools 61 per cent. of the boys and 58·7 per cent. of the girls attended 4 days out of 5. In all schools 54·3 per cent. of the boys and 50·1 per cent. of the girls attended at least 4 days out of 5; and of all children 52·3 per cent. of the enrolment attended at that rate.

In State schools the number of children on roll at date of inspection was 6,178, of whom 5,217, equal to 84·4 per cent. of the number enrolled, were examined. In provisional schools the number on roll was 887, of whom 703, or 79·3 per cent., were examined.

The following State schools showed the greatest percentage of average attendance during the quarter preceding inspection:—Cumberland 96·4, Townsville North 87·5, Irvinebank 85·2, Maytown 83·6, and Georgetown 83·2 per cent. of the number enrolled. The worst attended State schools were Ingham 61·5, and Burketown 62·3 per cent. of the enrolment.

The State schools which showed the greatest percentage of children who attended *regularly*—that is, at least 4 days out of 5, were Cumberland 95·5, Thursday Island 89·7, Irvinebank 79·2, Maytown 78·6, and Hughenden 74·6 per cent. of the enrolment. The worst in this respect were Croydon 32·2, Ingham 32·8, Charters Towers (girls) 34·3, Kamerunga 35·1, Charters Towers (infants) 36·2, and Millchester 36·8 per cent. of the number enrolled.

The Provisional schools in which the *quantity* of attendance was greatest were Limestone 94·7, Kingsborough 89·5, Thornborough 89·3, Durham 89·2, and Mount Leyshon 88·5 per cent.; and those in which it was least were Cloncurry 52·2, Macrossan Bridge 54·1, Blackfellow's Creek 61·0, Geraldton 61·3, and Cordelia 61·5 per cent. of the number enrolled.

The Provisional schools in which the *regularity* was best were Torrens Creek 100, Kingsborough 95, Mount Leyshon 92·6, Houghton Valley 90·5, and Limestone 89·4. The worst were Cloncurry 13·5, Geraldton 29, Macrossan Bridge 31·4, Richmond 35·3, and Black Jack 40 per cent. of the enrolment.

The number of children between the ages of five and thirteen years residing within 2 miles of a school whose education was entirely neglected, was reported to be 77. This number does not include the neglected children of the larger towns, where the teachers had no means of ascertaining the correct numbers. Besides the above, 627 children were reported as being partially neglected—that is, not attending 60 days at least in each half-year.

Table E.  
CLASSIFICATION OF PUPILS.

Class.	On Roll at Date of Inspection.		Percentage of Enrolment.	Examined.		Average Age of Pupils on Roll at date of Inspection.	Average Proficiency in all Subjects expressed as a Percentage.	
	Boys.	Girls.		Boys.	Girls.			
STATE SCHOOLS.								
Fifth	...	...	...	...	...	...	...	
Fourth	...	...	...	...	...	...	...	
Third	...	...	...	...	...	...	...	
Second	...	...	...	...	...	...	...	
First	...	...	...	...	...	...	...	
Total	...	...	...	...	...	...	...	
PROVISIONAL SCHOOLS.								
Fifth	...	...	...	...	...	...	...	
Fourth	...	...	...	...	...	...	...	
Third	...	...	...	...	...	...	...	
Second	...	...	...	...	...	...	...	
First	...	...	...	...	...	...	...	
Total	...	...	...	...	...	...	...	

By comparing Table E of this year with the corresponding table of 1890 it will be seen that since the inspection in that year the percentage of fifth class pupils in State schools has decreased 0·4 per cent., fourth class decreased 0·5 per cent., third class increased 2·6 per cent., second class decreased 1·6 per cent., and first class increased 0·1 per cent. The three highest classes have together increased 1·5 per cent. The average ages in the three highest classes are slightly higher than in the preceding year, but as the average proficiency has increased in a corresponding ratio the general result may be deemed satisfactory.

In Provisional schools there was no fifth class in 1890. The percentage in fourth class has increased 2·2 per cent., in third class decreased 0·5 per cent., in second class decreased 4·1 per cent., and in first class increased 2·3 per cent. These figures by themselves would seem to indicate retrogression, but when ages are compared they will be found to be in favour of 1891 in every instance. The marks for average proficiency in each class are, however, a little lower this year than they were in the preceding year.

The classification in State schools is generally in accordance with the requirements of Schedule V., but a common error in Provisional schools is to rate children at a higher standing than they are fit for. Another pernicious error common in Provisional schools is that of unduly multiplying the number of classes. "To do the greatest good to the greatest number" should always be the guiding motto.

PROMOTIONS.—The number of children examined in State schools who had been promoted since the last preceding inspection from a lower standard to that in which they were examined numbered 4,187, equal to 80·3 per cent. of the whole. In Provisional schools they numbered 489, equal to 69·6 per cent. of the whole. It must not be understood, however, that the children who are not numbered among the promoted ones are necessarily stagnating, and that they were in the same standard at the preceding examination,

examination, as many of them had recently been admitted from other schools into the classes in which they were examined. The instances where children were examined in the same standard at the two successive inspections were very few. It should also be pointed out that of the children mentioned above as having been promoted since the preceding inspection many had advanced not one grade only, but two or more.

**DISCIPLINE AND ORDER.**—The discipline in State schools is, as a rule, quite satisfactory. In 21 schools it was reported as being very good, in 2 good, in 7 very fair, in 2 fair, and in 1 moderate. Ready and cheerful obedience, hearty application to work, an evident desire to do well, a respectful demeanour in school, an absence of rough play outside, and no tale-bearing were features which characterised the majority of the schools. Corporal punishment is disappearing more and more. Order, which is so intimately connected with discipline, was also, as a rule, good. There were a few instances in which a teacher did not apparently attach enough importance to having a place for everything and everything in its place. The materials for instruction were not always got ready before school-time, although the Regulations direct that they shall be. The custom of marching to cheery music, either vocal or instrumental, is happily spreading. This not only serves to secure orderly class movements, but makes a pleasant break between lessons.

In Provisional schools the discipline and order are not nearly so good as in State schools. Independently of the natural difference in capacity to maintain order and discipline possessed by different people, this may be attributed mainly to—(1) Want of the necessary training in disciplinary methods on the part of the teacher; and (2) The greater amount of interference met with from parents, every one of whom generally considers himself, and especially herself, competent to lay down infallible rules for the guidance of teachers in carrying out their duties. Unfortunately, it generally happens that no two of such parents agree in their methods, so that a weak teacher, in trying to please all, pleases nobody, and ruins the discipline of the school into the bargain.

What I have just stated does not, of course, apply to all or even to a majority of the schools; but where the discipline is bad, these causes account for it to a great extent. On the other hand, it is but just to state that there are many schools where parents render valuable assistance to the teacher without in any way interfering with the internal discipline and order of the school.

**RECORDS.**—In 14 State and 5 Provisional schools the records were neat, complete, and correct. In 6 Provisional schools they were very badly kept. The errors found in the State school books were generally very slight. In Provisional schools they were more serious, but no case of wilful falsification was discovered. The teachers of the 6 Provisional schools in which the books were so badly kept, were new to the work, and either had not read or else had not understood the General Instructions concerning the records. In a few cases they seemed to quite underrate the importance of proper book-keeping. No inconsiderable portion of my time was occupied in the correction of badly kept books, and in giving the teachers such instructions as appeared necessary on the matter.

**INSTRUCTION.**—Table F gives the average results for each subject of instruction for all the schools inspected.

By taking the average for the 15 subjects taught in State schools the result is found to be 61·5 per cent. (fair), which is 1·1 per cent. lower than in 1890. The average for the 14 subjects taught in Provisional schools is 48·8 per cent., which is 3·6 per cent. lower than in 1890. For all schools the average is 56·1 per cent., which is 2·1 per cent. lower than in 1890.

The same general fault which I pointed out last year I have again to draw attention to—that is, the frequent neglect of teachers to prepare beforehand the lessons they have to give. More particularly is this true of the young and least skilful teachers, in whose case such careful previous preparation is most necessary. Books of “Notes of Lessons,” prepared reading books, &c., which would afford evidence to an inspector that such work had been done, were rarely met with.

In many of the larger schools criticism lessons are regularly given. They should be given in all such schools, and should, if possible, be attended by every member of the staff. No one is too old to learn, and it is only right that the more experienced members of a staff should impart some of the fruits of their experience to their younger fellow-workers. Until a training college is established, this is the best method of teaching our apprentices how to do their work properly.

Table F.  
AVERAGE PROFICIENCY IN SUBJECTS OF INSTRUCTION.

Subject.	Average Proficiency as a Percentage.		
	State Schools.	Provisional Schools.	All Schools.
Reading ... ..	65·8	54·0	60·0
Object Lessons ... ..	57·8	39·2	49·1
Writing ... ..	71·3	62·4	66·9
Arithmetic ... ..	61·0	50·5	55·8
Drill ... ..	68·8	46·0	57·8
Vocal Music ... ..	55·7	37·9	48·5
Geography ... ..	55·5	39·1	47·5
Grammar ... ..	55·2	38·0	46·5
Derivation ... ..	62·5	44·7	55·8
Composition ... ..	63·0	57·4	60·2
History ... ..	60·0	39·0	56·3
Mechanics ... ..	47·9	...	47·9
Domestic Economy ... ..	60·0	56·0	59·2
Needlework ... ..	68·3	62·3	66·0
Home Exercises ... ..	70·3	56·9	63·7

**Reading.**—The least satisfactory results were obtained by the first class. This class is usually in the hands of inexperienced teachers, who very often seem to be satisfied that the children are sufficiently acquainted with a lesson when they are able to say the words after spelling them, instead of being able, as they should be, to recognise the words at sight. Arrangements should be made to allow of not only the reading, but also the arithmetic, of the lower grades receiving a due share of attention from the more experienced teachers.



The reading in even the highest classes is often more or less deficient in expression; and the poetry for recitation, though well enough known, is rarely well said.

The schools obtaining the highest marks for quality of reading were Port Douglas, Cardwell, Kamerunga, Townsville (boys), and Maytown among State schools, and Blackfellow's Creek and Eglinton among Provisional schools.

*Object Lessons.*—These lessons, which should be among the most interesting in the curriculum, yielded only moderate to fair results in State schools, and indifferent results in Provisional schools. Suitable text-books are not always procurable, especially in remote places; but teachers have a wide range of subjects to choose from, and, notwithstanding the absence of text-books, should have little difficulty in selecting those of which they know enough to render the lessons they may give on them useful to the pupils. Among the most useful are lessons on local industries, which I should like to see more frequently given. In the Townsville Central schools a course of lessons on chemistry, suitably illustrated by experiments, had been given, with good results. Judging by the proficiency shown, Temperance Lessons do not commend themselves to Northern pupils.

*Writing* was taught with very fair success in State schools and with fair success in Provisional schools. Although these results are not at all unsatisfactory, I believe that they would be still better were the Department to insist upon the use of a uniform series of copybooks in all schools, instead of, as at present, leaving the choice of the series to the discretion of the teacher. It not unfrequently happens that in the first class a style of writing is acquired which has to be unlearned in the higher classes.

The State schools which obtained the highest marks for writing were Craigie, Burketown, Mount Albion, Thursday Island, and Charters Towers (boys), and the Provisional schools were Airdale, Woodstock, Blackfellows' Creek, Cordelia, Eglinton, and Laura.

*Arithmetic* gave fair results in State schools, but only moderate results in Provisional schools. Simple addition in first class was not well done; even where the correct answer was obtained, it was usually found, not by applying the addition tables, but by counting on fingers or similar devices. Mental arithmetic needs to be more systematically practised, and with numbers well within the mental grasp of the pupils. Questions in this branch should, as far as possible, be in the form of easy problems.

Of the State schools in which a fourth or fifth class was the highest, the best marks were obtained by Port Douglas, Watsonville, Townsville (boys), and Mount Albion; and of Provisional schools in which third class was the highest, Ross River, Limestone, Torrens Creek, and Table Top.

*Drill* received greatly increased attention during the past year. In all the larger schools the new military drill was taught with very fair success, the best work being of course produced by those teachers who had themselves had a course of training in this drill. The pupils seem to take special interest in the "Physical Training with Arms." There is only one Cadet Corps in the district; it is connected with the Townsville Central Boys' School, the head teacher of that school being the captain. It is to be regretted that the strength of the corps has to be largely kept up from sources outside the school, the number of eligible pupils being insufficient.

*Vocal Music.*—In some schools the tonic sol-fa system was adopted, but in the majority of schools the staff notation was employed. The sol-faists produced the better singing. Stimpson's Exercises were rarely taught. The theory was fairly well known up to lower second class standard, but only moderately or badly known above that. The Townsville Central schools stand first in singing. The Charters Towers Boys' School made marked improvement in singing since the preceding inspection.

*Geography.*—I have again to draw attention to the lack of knowledge of the geography of Australia in general and our own colony in particular, which in this year, as in the preceding, manifested itself so frequently. Many children did not know the name of the river or the bay before their doors. The districts in which important industries, such as mining, sugar-growing, &c., are carried on, with the principal towns in those districts, and the means of communication, had not been sufficiently well taught. More attention should be devoted to the industrial and commercial branches of the subject. Among State schools, Herberton and Townsville Central (boys) obtained the highest marks for the subject as a whole. For descriptive geography alone, the best results were obtained at Burketown, Townsville Central (boys), Kamerunga, Cooktown (boys), and Cooktown (girls and infants). In drawing sketch maps from memory, Townsville (boys), Townsville (girls and infants), Townsville North, and Cooktown (girls and infants) did the best work.

*Grammar.*—Much of what I said on this subject last year still holds good. Children get hold of words rather than ideas. Questions designed to test intelligence were in most cases indifferently answered, though the more formal portions of the work were fairly done. The highest marks for the subject as a whole were obtained by Townsville Central (boys), Townsville West, Hughenden, and Cairns.

The marks for grammar in Provisional schools averaged less than indifferent. Only 6 out of 32 such schools showed even moderate proficiency, and among those 6 the one at Ross River stood highest.

*Derivation.*—Improvement was noted in the teaching of this subject. The useful and interesting plan of learning the derivation of suitable words as they occur in reading, geography, grammar, &c., instead of merely committing to memory lists of prefixes, roots, and affixes, is more frequently met with.

*Composition.*—A wider range of subjects for letter-writing should be chosen. Many teachers seem unable to depart from the stereotyped "Write a letter on how you spent your last holiday." Punctuation needs greatly increased attention. Cairns School stands foremost for original composition.

*History* yielded fair results in State schools, but only indifferent results in the 5 Provisional schools where it had been attempted.

*Domestic Economy.*—A too rigid adherence to the matter and order of the text-book led to the giving of many lessons of little practical value to the pupils. Lessons on "First Aid in Accidents," especially such accidents as bush children are most liable to, were not given as frequently as they deserved. The subject, however, yielded on the whole fair results.

*Needlework.*—In most schools the needlework shown was very creditable to both teachers and pupils.

In all but a few of the worst schools were neatly done and carefully corrected.

TABLE





## Maximum Marks.

- 16 3. Make a synoptical table of the Latin case-endings in the second and third declensions.
- 9 4. Give general rules for determining the gender of Latin nouns.
- 14 5. Mention the compound verbs that generally govern the dative. What case do *sum* and its compounds govern? Name any exception.
- 16 6. Write the perfect indicative, first singular, of *peto, veho, venio, vinco, rideo, curro*; the ablative singular and genitive plural of *juvenis, navis, vis, animal, nox*; and the imperative in full of *fero*. Compare *gracilis, brevis, piger, mirus, super*.
7. Render into Latin—
- 16 (1.) A lion (*leo*), a horse (*equus*), a goat (*capra*), and a sheep (*ovis*) form (*jungo*) a company (*societas*). They take (*capio*) much booty (*præda*), and bring it together (*comporto*) into one place. Then (*tum*) they divide (*divido*) the booty into four parts. But, says the lion, "the first part is mine; for (*nam*) the lion is the king of animals. And the second part is mine on account of (*propter*) my great labours. The third part I claim (*vindico*), since (*quoniam*) I have (*sum*) greater hunger (*fames*) than (*quam*) you, weak (*imbecillus*) and puny (*parvus*) animals. Lastly, if anybody (*si quis*) claims (*arrogat*) for himself (*sui*) the fourth part, he will be hostile (*inimicus*) to me."
- 6 (2.) Good health (*valetudo*) is more pleasing (*jucundus*) to those who have recovered (*recreor*) from a dangerous (*gravis*) illness (*morbus*) than to those who have never (*nunquam*) been sick (*æger corpus*).
- 6 (3.) Nothing (*nihil*) certainly (*certe*) can (*possum*) be better (*bonus*) for a man (*homo*) than to be free from (*vaco*) all pain (*dolor*) and trouble (*molestia*) and to enjoy (*perfruor*) the greatest pleasures (*voluptas*) both of mind and body.
- 3 (4.) All the deepest rivers (*altus quisque flumen*) flow (*labor*) with the least sound (*sonus*).
- 3 (5.) This book I give (*do*) you that (*ut*) you may always (*semper*) remember (*memini*) me.
- 4 (6.) The father gave the boys on their departure (*abeo*) money (*pecunia*) to buy (*emo*) books.

[Total Marks obtainable, 150.]

## For Admission as Teacher of the Third Class.

(Three hours allowed.)

## 1. Translate into English—

## A.

- 25 Helvetii jam per angustias et fines Sequanorum suas copias traduxerant, et in Hæduorum fines pervenerant, eorumque agros populabantur. Hædum, cum se suæque ab iis defendere non possent, legatos ad Cæsarem mittunt rogatum auxilium: Ita se omni tempore de populo Romano meritis esse, ut pæne in conspectu exercitus nostri agri vastari, liberi eorum in servitutem abduci, oppida expugnari non debuerint. Eodem tempore Hædum Ambarri, necessarii et consanguinei Hæduorum, Cæsarem certiores faciunt, sese, depopulatis agris non facile ab oppidis vim hostium prohibere. Item Allobroges, qui trans Rhodanum vicos possessionesque habebant, fuga se ad Cæsarem recipiunt, et demonstrant sibi præter agri solum nihil esse reliqui. Quibus rebus adductus Cæsar non expectandum sibi statuit, dum, omnibus fortunis sociorum consumptis, in Santonos Helvetii pervenirent.

## B.

- 13 Intellegere sese, tametsi pro veteribus Helvetiorum injuriis populi Romani ab his poenas bello repetisset, tamen eam rem non minus ex usu terræ Galliæ, quam populi Romani accidisse; propterea quod eo consilio florentissimis rebus domos suas Helvetii reliquissent, uti toti Galliæ bellum inferrent, imperioque potirentur, locumque domicilio ex magna copia deligerent, quem ex omni Galliâ opportunissimum ac fructuosissimum judicassent, reliquasque civitates stipendiarias haberent.

## C.

- 12 Si quid ipsi a Cæsare opus esset, sese ad eum venturum fuisse; si quid ille se velit, illum ad se venire oportere. Præterea se neque sine exercitu in eas partes Galliæ venire audere, quas Cæsar possideret, neque exercitum sine magno comœatu atque molimento in unum locum contrahere posse. Sibi autem mirum videri, quid in sua Galliâ, quam bello vicisset, aut Cæsari aut omnino populo Romano negotii esset.

[CÆSAR: BELL. GALL., Lib. I., cap. 11, 30, et 34.]

- 17 2. Explain the syntax of the words in italics in the passages A, B, and C.
- 10 3. Write the principal parts of the following verbs—*Tundo, lavo, fido, queo, edo, juvo, sapio, cubo, arceo, faveo*.

## Maximum Marks.

4. What is the common rule for the appearance or absence of *i* in the genitive plural? Mention exceptions.
5. Give the genders, datives singular, and genitives plural, of—*Species, comes, arbiter, onus, fons, arx, imber*. Compare—*Multus, infra, sacer, satur*; and write the first person singular in each tense, indicative and subjunctive, of—*Esse*, to be; and of *fari*, to speak, where in use.
6. When is the supine in *um* used, and when the supine in *u*? Give examples.
7. When is a clause expressed in Latin by the accusative and infinitive, and after what verbs and expressions is this construction used?
8. Translate into Latin—
- (1.) A British traveller, having been captured by a fierce and uncivilised tribe, for a long time despaired of his safety. At length he adopts a plan strange indeed and unheard of. For, at first laughing, he thrust a knife into his second leg (it was made of cork): the savages, who were standing around, wonder, and for a time draw back. He next took off the whole leg, and with a threatening look brandished it over his head with his hands. Then truly moved by the greatest fear, they took to their heels with all their might.
- (2.) Accordingly, all their lands having been laid waste, their villages and houses having been set on fire, Cæsar led back his army and stationed it in winter quarters among the Auleri and Lexovii, and in like manner among the other States which had made war on him last.
- (3.) The nation of the Suevi is by far the greatest, and the most warlike of all the Germans. They are said to have an hundred cantons; from each of which for the purpose of war, they send yearly, beyond their confines, a thousand armed men. The rest, who stay at home, maintain both themselves and them. These again, the year after, in their turn are in arms; and those stay at home. Thus neither husbandry, nor the art and practice of war, is neglected.

[Total Marks obtainable, 150.]

## For Admission as Teacher of the Second Class.

(Three hours allowed.)

## 1. Translate into English—

## A.

- Postea Piso in citeriorem Hispaniam quæstor pro prætore missus est, ADNITENTE Crasso, quod eum infestum inimicum Cn. Pompeio cognoverat. Neque tamen senatus provinciam invitus dederat; quippe fœdum hominem a republica procul esse volebat; simul quia boni complures præsidium in eo putabant, et jam tum potentia Pompeii formidolosa erat. Sed is Piso in provincia ab equitibus Hispanis, quos in exercitu ductabat, iter faciens occisus est. Sunt qui ita dicunt, imperia ejus injusta, superba, crudelia barbaros nequissime pati; alii autem equites illos Cn. Pompeii veteres fidosque clientis voluntate ejus Pisonem aggressos; nunquam Hispanos præterea tale facinus fecisse, sed imperia sæva multa ante PERPESSOS. Nos eam rem in medio RELINQUEMUS. De superiore conjuratione satis dictum.

## B.

- "Deos hominesque testamur, imperator, nos arma neque contra patriam cepisse, neque quo periculum aliis faceremus, sed uti corpora nostra ab injuria tuta forent, qui miseri, egentes, violentia atque crudelitate feneratorum plerique patriæ, sed omnes fama atque fortunæ expertes sumus; neque cuiquam nostrum LICUIT more majorum lege uti, neque amisso patrimonio liberum corpus habere, tanta sævitia feneratorum atque prætoris fuit. Sæpe majores vestrum miseriti plebis Romanæ, decretis suis inopiæ ejus opitulati sunt; ac novissime memoria nostra, propter magnitudinem seris alieni, volentibus omnibus bonis, argentum ære SOLUTUM EST.

[SALLUST: CAT., cap. 19 et 33.]

2. Explain the syntax of the words in italics in A and B, and give the principal parts of the verbs in small capitals in the same passages.
3. Show how a difference of quantity is attended by a difference of meaning in the following words:—*Canis, caro, diffidit, malus, mane, refert, vells, populus, securis, regis*.
4. Give the genders and genitives, singular and plural, of—*Palus, genu, vomer, glans, domus, nix, bos, imber, glis, crus, flos*.
5. State the construction of—*Obliviscor, reminiscor, memini, recordor*; and parse—*Opus est mihi libro*.



## Maximum Marks.

- 4 6. To whom does "imperator" in B refer, and on what occasion, and at whose instance were these words addressed to him? What is the law alluded to by "lege" in this passage commonly called, and why, and what did it chiefly ordain?

7. Translate into English—

A.

- 18 *Aeneas*—neque enim patrius consistere mentem  
Passus amor—rapidum ad naves praemittit Achaten,  
Ascanio ferat haec, ipsumque ad moenia ducat.  
Omnis in Ascanio cari stat cura parentis.  
Munera praeterea, Iliacis erepta ruinis,  
Ferre jubet, pallam signis auroque rigentem,  
Et circumtextum croceo velamen acantho,  
Ornatus Argivæ Helenæ; quos illa Mycenis,  
Pergama quum peteret inconcessosque hymenæos,  
Extulerat, matris Leda mirabile donum:  
Praeterea sceptrum, Ilione quod gesserat olim,  
Maxima natarum Priami, colloque monile  
Baccatum, et duplicem gemmis auroque coronam.  
Hæc celerans, iter ad naves tendebat Achates.

B.

- 10 *Paret Amor dictis caræ genetricis, et alas  
Exiit, et gressu gaudens incedit Iuli.  
At Venus Ascanio placidam per membra quietem  
Irrigat, et fotum gremio dea tollit in altos  
Idaliæ lucos, ubi mollis amaranthus illum  
Floribus et dulci aspirans complectitur umbra.  
Jamque ibat dicto parens, et dona Cupido  
Regia portabat Tyriis, duce lætus Achate.*  
[ÆNEID, I., 643-656 et 689-696.]

- 10 8. Give the nominative case singular, and mark the gender of—*Mentem, munera, signis, dictis, floribus*; and write the first person singular, perfect tense; the supine; and the present infinitive, active voice, of—*Consistere, praemittere, ferat, stat, jubet, peteret, extulerat, incendit, tollit, ibat*.

- 2 9. (a) Write rules, noting the chief exceptions, for the quantity of the increase in *a, e, i*, and *o* of Latin nouns of the third declension.

- 4 (b) Scan each of the following verses:—  
*Vela dabant læti, et spumas salis ære ruebant.  
Jamque ibat dicto parens, et dona Cupido.  
Baccatum, et duplicem gemmis auroque coronam.  
Obstupui, steteruntque comæ, et vox faucibus hæsit.*

10. Translate into Latin prose:—

- 18 (a) I received your very short letter, in which I could not learn what I wished to know, but perceived what I had no doubt of; for I could not find with what courage you bore our common misfortunes, but easily discerned how much you loved me. But the latter I knew; the former if I had known, I would have adapted my letter to it.
- 12 (b) Agrippa had a black slave. In the streets the boys, however, laugh at the wretched slave. "See," they shout, "How black he is! Slave, does nobody wash you?" His master, however, a good and strong man, hears the wicked boys. Full of anger he seizes the boys by the hair. In vain they cry out; in vain they shed tears. Without delay he dips them all into ink.

[Total Marks obtainable, 150.]

### EUCLID.

17th December—2 to 5.

NOTE.—The letters A B C are not to be used. No abbreviations are permitted.

#### For Admission as Pupil-Teacher of the Third Class.

(One hour and a-half allowed.)

## Maximum Marks.

- 10 1. Define the following:—Proposition, problem, theorem, enunciation, data, quesita, hypothesis, conclusion, corollary, converse propositions.
- 15 2. Quote the axioms employed in Book I., Propositions 1—26 inclusive; and state in which proposition each is first used.
- 12 3. Name the propositions of Book I., Propositions 1—26, which deal with the *identical equality* of two triangles; and summarize their results.
- 20 4. If two triangles have two sides of the one equal to two sides of the other, each to each, and have likewise the angles contained by those sides equal to each other; they shall likewise have their bases or third sides equal, and the two triangles shall be equal, and their other angles shall be equal, each to each—viz., those to which the equal sides are opposite.
- 18 5. To make a triangle of which the sides shall be equal to three given straight lines, but any two whatever of these must be greater than the third.

[Total Marks obtainable, 75.]

#### For Admission as Pupil-Teacher of the Fourth Class.

(One hour and a-half allowed.)

## Maximum Marks.

1. What is meant by "Proof by Exhaustion"? In what 6 proposition of Book I. is this proof employed?
2. Prove the converse of Proposition 5, Book I. 15
3. Give a proof of Proposition 8, Book I., by applying 20 the two triangles so that their apices may be on opposite sides of the common base.
4. If a straight line fall upon two parallel straight lines 18 it makes the alternate angles equal to one another, and the exterior angle equal to the interior and opposite upon the same side; and likewise the two interior angles upon the same side together equal to two right angles.
5. To describe a parallelogram equal to a given recti- 16 lineal figure, and having an angle equal to a given rectilineal angle.

[Total Marks obtainable, 75.]

#### For Admission as Teacher of the Third Class.

(Three hours allowed.)

1. If, in the figure of Proposition 9, Book I., the equi- 6 lateral triangle DFE were described on the same side of DE as A, what different cases would arise? And under what circumstances would the construction fail?
2. DEFG is a parallelogram, and X, Y, the middle 12 points in EF and DG, respectively; if Z is any point in XY, or XY produced, show that DZE is one quarter of the parallelogram DEFG.
3. The straight line which joins the middle points of the 12 oblique sides of a trapezoid is parallel to the two parallel sides, and passes through the middle points of the diagonals.
4. In any triangle the angle contained by the bisector of 9 the vertical angle, and the perpendicular from the vertex to the base, is equal to half the difference of the angles at the base.
5. If two triangles have two sides of the one equal to 9 two sides of the other, each to each, but the angle contained by the two sides of one of them greater than the angle contained by the two sides equal to them, of the other; the base of that which has the greater angle shall be greater than the base of the other.
6. If the square described upon one of the sides of a 7 triangle be equal to the squares described upon the other two sides of it, the angle contained by these two sides is a right angle.
7. If a straight line be divided into two equal parts, and 11 also into two unequal parts, the rectangle contained by the unequal parts, together with the square on the line between the points of section, is equal to the square on half the line.
8. In obtuse-angled triangles, if a perpendicular be 9 drawn from either of the acute angles to the opposite side produced, the square on the side subtending the obtuse angle is greater than the squares on the sides containing the obtuse angle by twice the rectangle contained by the side upon which, when produced, the perpendicular falls, and the straight line intercepted without the triangle between the perpendicular and the obtuse angle.

[Total Marks obtainable, 75.]

#### For Admission as Teacher of the Second Class.

(Three hours allowed.)

1. If DE is the sum of two lines and FG their difference, 6 find the lines.
2. Construct a triangle, having given the base, the 10 difference of the angles at the base, and the difference of the remaining sides.
3. DEF is a triangle, right-angled at E; from E draw 9 EG perpendicular to DF: prove DG.GF equal to the square on EG.
4. Let DEFG be a parallelogram of which DF and EG 13 are the diagonals, in DF take any point K, so that DK be less than KF, and through K draw HKJ and LKM parallel to DE and DG respectively and join EK, KG: prove the parallelogram JM, less the parallelogram HL, is equal to twice the triangle EKG.
5. If from the ends of a side of a triangle there be 7 drawn two straight lines to a point within the triangle, these shall be less than the other two sides of the triangle, but shall contain a greater angle.
6. If a straight line be bisected, and produced to any 11 point, the square on the whole line thus produced, and the square on the part of it produced, are together double of the square on half the line bisected, and of the square on the line made up of the half and the part produced.
7. The angle at the centre of a circle is 1 the angle at the circumference upon the same arc the same part of the circumference.
8. To describe an isosceles- angles at the base double

[B]



## NEEDLEWORK.

17th December—2 to 5.

For Admission as Pupil-Teacher of the Second Class.

Maximum Marks.

## THEORY.

- 12 1. Give directions for—  
 (a) Laying down a hem; and  
 (b) For making the first stitch.
- 8 2. What knowledge of needlework is required in order to be able to make properly a trimmed pillow-slip?
- 5 3. (a) In what seams are children liable to "pucker" the work?
- 5 (b) How would you guard against "puckering" in each case?

## PRACTICE.

- 15 1. Cut the muslin *lengthwise* into two pieces of equal size. Now join them again *lengthwise* with a run-and-fell seam.
- 20 2. Cut a piece about two inches square out of one corner. Put this piece on as a patch. [NOTE.—Tack the patch on, and sew only one-half of it on both sides.]
- 15 3. Fold a broad hem on one side of the piece and work a button-hole on it, one end barred and one end rounded.
- 20 4. Work a plain darn of about half-an-inch square.

[Total Marks obtainable, 100.]

For Admission as Pupil-Teacher of the Third Class.

## THEORY.

- 12 1. Give directions for *one* of the following:—(i.) Putting on a patch, (ii.) working a button-hole, (iii.) setting-in a gusset.
- 10 2. What are the points of excellence in stitching?
- 8 3. In joining a *bias* piece to a straight edge, how do you avoid stretching the former?

## PRACTICE.

- 8 1. (a) Tear off a narrow strip from one side of the muslin for a binder for the neck of the chemise. Cut out the chemise.
- 10 (b) Tack one side for run-and-fell and the other side for sew-and-fell seam.
- 11 (c) Sew about two inches of each at the lower part.
- 7 (d) Fold a hem, half an inch wide, to the right side on the end of the chemise and stitch two inches of it.
- 17 (e) Gather about two inches of the neck, back and front; prepare the band and tack it on.
- 12 (f) Stock-in the gathers in front, and finish on the wrong side.
- 5 (g) Work some specimens of feather-stitch on the neck-band.

[Total Marks obtainable, 100.]

For Admission as Pupil-Teacher of the Fourth Class.

## THEORY.

- 12 1. Describe explicitly how you would make the sleeve of a shirt, to the setting-in of it.
- 10 2. What are the proper proportions of the different parts of a full-sized shirt?
- 8 3. Give directions for *either* "grafting" or "Swiss darning."

## PRACTICE.

- 8 1. (a) Tear off a strip for the waist-band from one side of the muslin. Cut out the apron.
- 7 (b) Fold a hem round the skirt, tack it, and hem round one corner.
- 10 (c) Gather the top, stroke the gathers, and tack on the waist-band.
- 9 (d) Stock-in about two inches of the gathers; finish on the wrong side.
- 11 (e) Fold a hem on the sides and on the top part of the body, and attach the remaining side to the band in the proper place. On this part of the garment show some specimens of feather-stitch.
- 5 (f) Finish off one end of the band.
- 10 (g) Make a button-hole on it.
- 3 (h) Prepare the pocket, and tack it on.
- 7 (i) Mark the apron in cross-stitch with your own initials.

[Total Marks obtainable, 100.]

For Admission as Teacher of the Third or Second Class.

## THEORY.

- 10 1. Give some useful hints on "Mending."
- 12 2. What are the Schedule requirements in Needlework from the Lower Second Class to the Fifth Class, inclusive?
- 8 3. Write directions for "turning" the heel or for "pick-up" the toe of a stocking.

## PRACTICE.

of a small shirt. [NOTE.—This is a pick-up seam.]

d-fell seam.

Maximum Marks.

- (c) Sew two inches on the lower part of this seam. 6
- (d) Set-in a side-gusset. 12
- (e) Cut the proper quantity from the front of the shirt where the *linen* front should be set-in. 4
- (f) Prepare a front and set it in, in the proper manner. 20
- [NOTE.—The shirt-front must be lined and the other parts complete. The whole of this part may be done in neat tacking.]
2. Work a specimen of Embroidery. [NOTE.—Tack the pattern on to a piece of muslin. Work two leaves in satin-stitch, two leaves and the centre of the flower in open "cut-work," and one curve of the edge.] 13

[Total Marks obtainable, 100.]

## SCHOOL MANAGEMENT.

16th December—2 to 5.

For Admission as Temporary Teacher.

Maximum Marks.

1. As specimens of copy-setting, write in text-hand the word "Acquisitions"; and in small-hand the sentence, "Discipline in school is an indispensable condition of successful teaching." 50
2. Show fully and clearly the ill effects in the working of a school arising from—
- (a) Neglect to study carefully the Regulations and General Instructions of the Department. 6
- (b) Want of preparation beforehand, both of the matter of a lesson and the method of giving it. 9
- (c) Neglect to revise the lessons previously taught. 6
- (d) Having too many or too few drafts or classes in a school. 8
3. Describe your method of teaching a lesson to a Third Class on the reduction of lineal inches to the higher denominations. 14
4. What plans are recommended by Joyce to prevent rote-reading in the First Class? 8
5. Give the substance of Joyce's hints on the preparation of "Notes of Lessons." 12
6. What methods would you adopt to secure among your pupils obedience, cleanliness, punctuality? 12

[Total Marks obtainable: 50 for Penmanship, and 75 for School Management.]

18th December—9 to 12.

For Admission as Pupil-Teacher of the Fourth Class.

(One hour and a-half allowed.)

1. As specimens of copy-setting write—
- (a) In text-hand, the words "Atmospheric Changes"; 15
- (b) In plain print, the word "Regulations"; 10
- (c) In small-hand, "The absence of any guiding help is the most fruitful source of bad writing in our schools." 25
2. Write out fully a first lesson for a Third Class on "Rectangular Areas." 25
3. Explain how a sketch of the school grounds and the surrounding locality can be utilized in giving the first lessons in Geography to the lower classes. 20
4. "There should be a proper time and place for everything." Give the substance of Park's remarks on this statement. 15
5. What means would you adopt to prevent the faults in class of—Listlessness, rudeness, guessing? 15

[Total Marks obtainable: 75 for School Management, and 50 for Penmanship.]

For Admission as Teacher of the Third Class.

(Three hours allowed.)

1. As specimens of copy-setting, write in half-text the word "Hypnotism"; in ornamental print, the word "Legislature"; and in small-hand, the sentence "The giving of prizes in school inadequately fulfils the conditions of effective reward." 50
2. Comment upon each of the following propositions:—
- (a) "A noisy teacher makes a noisy school." 6
- (b) "Good questioning will produce good answering." 12
- (c) "Irregularity and unpunctuality of children are almost always the consequence of indifference and want of firmness and diligence on the part of the teacher." 10
3. What is meant by *inductive* teaching? Illustrate your answer by writing out a lesson on Mood for a Third Class just promoted. 17
4. Write out the substance of Gladman's remarks on the teaching of Mental Arithmetic. 10
5. Give your ideas on the advantages to be derived from the setting of home exercises. Under what conditions might home exercises become detrimental rather than beneficial in school work? 12
6. State clearly the substance of the General Instructions on the keeping of the Work-book, clauses 118 to 120 inclusive. 8

[Total Marks obtainable: 75 for School Management, and 50 for Penmanship.]

## For Admission as Teacher of the Second Class.

(Three hours allowed.)

## Maximum Marks.

- 50 1. As specimens of copy-setting, write in half-text the words "*Biographical Sketches*"; in ornamental print, the word "*Magnetism*"; and, in small-hand, the sentence "*The giving of prizes in school inadequately fulfils the conditions of effective reward.*"
- 20 2. Distinguish between *synthetic* and *analytic* teaching. Illustrate your answer by writing out a lesson on Proportion for a Fourth Class.
- 15 3. "Dealing with pupil-teachers is one of the most exacting yet most gratifying part of a head-teacher's work." Point out clearly the responsibilities of head-teachers in this direction.
- 12 4. Write a brief essay on Memory, including a description of the means which should be adopted to cultivate that faculty.
- 10 5. Of what advantage in the study of History is the learning of dates? To what extent should Biography be utilised in rendering the historical lessons both comprehensive and impressive?
- 18 6. Explain fully the meaning of the term "Organization." Show what is its object; and also the chief points by which good organization is determined.

[Total Marks obtainable: 75 for School Management, and 50 for Penmanship.]

## ALGEBRA.

19th December—2 to 5.

\*.\* All details of the work must be given.

## For Admission as Pupil-Teacher of the Third Class.

(One hour and a-half allowed.)

## Maximum Marks.

- 19 1. Define and exemplify—Multinomial, Factor, Co-efficient, Power, Exponent, Dimension, Degree, Compound Homogeneous Expression, Negative Quantity, Identical Equation.
- 6 2. Quote the rule of signs. What explanation can you give of the following results:—  
(i.)  $-3a \times 4 = -12a$ .  
(ii.)  $-a^4 = 256$ , when  $a = 4$ ?
- 12 3. Resolve into factors—  
(i.)  $x^3 + y^3 - z^3 + 2xy$ .  
(ii.)  $16x^2 - 56x + 49 - 9y^2$ .  
(iii.)  $m^2p - n^2p - pm^2 + pn^2$ .  
(iv.)  $8a^3 + 343$ .
- 15 4. Simplify by removing brackets—  
 $-2\{-[-(x-y)]\} + \{-2[-(x-y)]\}$ .
- 12 5. Find the continued product of—  
 $-x^2$ ,  $x^2 - 2xy + y^2$ , and  $x^2 + 2xy + y^2$ .
- 20 6. Solve the equation—  
 $x - \left(3x - \frac{2x-5}{10}\right) = \frac{1}{2}(2x-57) - \frac{1}{2}$ .

[Total Marks obtainable, 75.]

## For Admission as Pupil-Teacher of the Fourth Class.

(One hour and a-half allowed.)

- 8 1. Divide—  
 $\frac{1}{2}a^4 - \frac{3}{4}a^3 - \frac{1}{2}a^2 + \frac{1}{4}a + \frac{1}{8}$  by  $\frac{1}{2}a^2 - \frac{1}{4}a - a$ .
- 12 2. Find the square root of—  
 $1 - 4x + 10x^2 - 20x^3 + 25x^4 - 24x^5 + 16x^6$ .
- 15 3. Find the cube root of—  
 $216 + 342x^2 + 171x^4 + 27x^6 - 27x^5 - 109x^3 - 108x$ .
- 12 4. Required the G.C.M. of—  
 $2a^4 + 3a^3x - 9a^2x^2$  and  
 $6a^4x - 17a^3x^2 + 14a^2x^3 - 3ax^4$ .
- 12 5. Required the L.C.M. of—  
 $x^3 - 6x^2 + 11x - 6$ ,  
 $x^3 - 9x^2 + 26x - 24$ , and  
 $x^3 - 8x^2 + 19x - 12$ .
- 16 6. Solve the equations—  
(i.)  $(a+x)(b+x) = (c+x)(d+x)$ .  
(ii.)  $(a+x)(b+x) - a(b+c) = \frac{a^2c}{b} + x^2$ .

[Total Marks obtainable, 75.]

## For Admission as Teacher of the Third Class.

(Three hours allowed.)

## Maximum Marks.

1. Find the continued product of—  
 $\frac{1-x^2}{1+y}$ ,  $\frac{1-y^2}{x+x^2}$ ,  $1 + \frac{x}{1-x}$ . 5
2. Simplify—  
 $\frac{\frac{m^2+n^2}{n} - m}{\frac{1}{n} - \frac{1}{m}} \times \frac{m^2-n^2}{m^2+n^2}$  7
3. Solve the equations—  
(i.)  $\frac{m(x+a)}{x+b} + \frac{n(x+b)}{x+a} = m+n$ . 5  
(ii.)  $\left(\frac{x-a}{x+b}\right)^2 = \frac{x-2a-b}{x+a+2b}$  5
4. Find—  
(i.) The G.C.M. of—  
 $x^4 - ax^3 - a^2x^2 - a^3x - 2a^4$  and  
 $3x^3 - 7ax^2 + 3a^2x - 2a^3$ . 5  
(ii.) The L.C.M. of—  
 $x^2 - (b+c)x + bc$ ,  
 $x^2 - (a+b)x + ab$ , and  
 $x^2 - (c+a)x + ca$ . 5
5. Find the cube root of—  
 $8x^6 - 36cx^5 + 102c^2x^4 - 171c^3x^3 + 204c^4x^2 - 144c^5x + 64c^6$ . 7
6. A person has just  $p$  hours at his disposal; how far may he ride in a coach which travels  $q$  miles an hour, so as to return home in time, walking back at the rate of  $y$  miles an hour? 10
7. A number contains three digits; the sum of the digits is 12, the digit on the right is three times the digit on the left, and the tens in the whole number are four times the unit digit. Find the number. 9
8. A bag contains £5 in silver, made up of crowns, florins, and shillings; the shillings in the bag are twice the value of the crowns, and there are five times more florins than crowns. Find the number of coins of each denomination. 10
9. A room is rectangular; its length, breadth, and height are as 3 : 2 : 1; given that the height is  $m$  feet, what number of square yards of carpet will be required for the floor, and what number of square yards of paper for the walls? 7

[Total Marks obtainable, 75.]

## For Admission as Teacher of the Second Class.

(Three hours allowed.)

1. Express as equivalent fractions with rational denominator—  
(i.)  $\frac{\sqrt{10} + \sqrt{5} - \sqrt{3}}{\sqrt{3} + \sqrt{10} - \sqrt{5}}$ . 4  
(ii.)  $\frac{(\sqrt{3} + \sqrt{5})(\sqrt{5} + \sqrt{2})}{\sqrt{2} + \sqrt{3} + \sqrt{5}}$ . 4
2. Find the square root of—  
(i.)  $16 - 2\sqrt{20} - 2\sqrt{28} + 2\sqrt{35}$ . 4  
(ii.)  $24 + 4\sqrt{15} - 4\sqrt{21} - 2\sqrt{35}$ . 4
3. Solve—  
 $x^3 - 5x + 2\sqrt{x^3 - 5x + 3} = 12$ . 8
4. Solve—  
 $\frac{1}{29}\left(x + \frac{y}{z}\right) = \frac{1}{34}\left(y + \frac{x}{z}\right) = \frac{1}{6}$ ; and  $x + y + z = 15$ . 8
5. Multiply—  
 $2\sqrt[3]{a^2} - a^{\frac{1}{3}} - \frac{3}{a}$  by  $2a - 3\sqrt[3]{\frac{1}{a}} - a^{-\frac{1}{3}}$ . 3
- Divide—  
 $\sqrt[3]{x^2} + 2x^{\frac{1}{3}} - 16x^{-\frac{1}{3}} - \frac{32}{x}$  by  $x^{\frac{1}{3}} + 4x^{-\frac{1}{3}} + \frac{4}{\sqrt{x}}$ . 3
6. Find the cube root of—  
 $\frac{60x^4}{y^4} - \frac{80x^3}{y^3} - \frac{90x^2}{y^2} + \frac{8x}{y^5} + \frac{108x}{y} - 27 + \frac{48x^4}{y^4}$ . 7
7. What are oranges a dozen when 4 less in a shilling's worth raises the price 3d. a dozen? 8
8. A man walking from A to B at the rate of 4 miles an hour, starts one hour before a coach travelling at the rate of 12 miles an hour, and is picked up by the coach. On arrival at B he finds that his coach journey has lasted 2 hours: find the distance between A and B. 10
9. A cask P is filled with 50 gallons of water, and a cask A with 40 gallons of brandy;  $x$  gallons are drawn from each cask, mixed and replaced; and the same operation is repeated. Find  $x$  when there are  $8\frac{1}{2}$  gallons of brandy in P after the second replacement. 12

[Total Marks obtainable, 75.]



## EXAMINATION FOR GRAMMAR SCHOOL SCHOLARSHIPS, 1891.

## GEOGRAPHY.

15th December—9 to 12.

\*. \* The maps must be as large as the foolscap page will admit. Each map should have a sheet to itself; and the long way of the map should be the long way of the paper.

Maximum Marks Obtainable.

- 5 1. Explain what is meant by zenith, great circle, pole, latitude, declination.
- 8 2. Give an account of the successive changes which take place in the material, locality, and movements of an iceberg, from the time it existed as vapour in the air till it has melted in the sea.
- 5 3. (a) Explain how it comes about that the days are longer and the nights shorter at one time of the year than at another.
- 3 (b) How do you account for the weather being warmer when the days are long and the nights short?
- 8 4. State briefly what you know about the movements of the moon, the planets, and the fixed stars; and explain why the fixed stars are so called.
- 6 5. St. Petersburg is 30° E. long., and Charleston, in the United States of America, is in 80° W. long. When it is 11 o'clock in the evening, on the 15th December, at Charleston, what time of the day and what day of the month is it at St. Petersburg?
- 12 6. Draw a map of the Mediterranean Sea, placing and naming Majorca, Corsica, Cyprus, Brindisi, Valencia, Beyrout, Venice, and the mouths of the rivers Po, Ebro, and Tiber.
- 7 7. From what countries does Queensland obtain coffee, kerosine, whisky, toys, matches, watches, dates, tobacco, figs, pianos?
- 12 8. Draw the southern coast line of Australia, from C. Leeuwin to C. Howe. Show and name the larger bays and gulfs, the chief capes or headlands, and the islands off that coast, including Tasmania.
- 6 9. Explain as fully as you can what causes have produced the many narrow inlets towards the south of the west coast of N. Zealand; and name some other countries with a similar coast line, due to the same causes.
- 7 10. Describe the climate of the southern part of N. Zealand; and show how and why it differs from the climate of Queensland.
- 15 11. Write down in three columns the following places, their positions, and what they are noted for:—Azores, Corinth, New York, Newcastle, another Newcastle, Canton, Leeds, Pittsburg, Dundee, Croydon, Waterloo, Sebastopol, Niagara, Munich, Maelstrom.
- 4 12. (a) How does a negro differ from a European, in outward appearance?
- 2 (b) By what peculiarities may a Chinaman be at once recognised?

100 Total Maximum Marks.

## ARITHMETIC.

15th December—2 to 5.

\*. \* All the details of the work must be given.

Maximum Marks Obtainable.

- 6 1. A tank 36 feet long, 24 feet wide, and 12 feet deep, was excavated. How many cubic yards of earth were taken out?
- 7 2. A train, going at the rate of 42 feet in a second, takes 2½ hours in going from one station to another. How far apart are the stations?
- 6 3. The product of two numbers is 187144. By how much does the greater of these numbers exceed the less, which is 314?
- 6 4. What is the cost of 6 packs of cloth, each containing 6 parcels, each parcel 6 pieces, and each piece 60 yards, at 2½d. a yard?
- 6 5. What are the different ways in which a rope 24 feet long can be cut, so that in each way of cutting the pieces shall be of the same length and contain a whole number of feet?
- 8 6. A and B walk a mile. A takes 1980 steps, and B takes 2112 steps. How many inches is A's step longer than B's?
- 10 7. Assuming the polar diameter of the earth to be 41707796 feet, express this diameter of the earth in miles, furlongs, poles, yards, feet, and inches.
- 8 8. How many bricks, each 9 inches long, 4½ inches wide, and 3 inches thick, are needed to build a wall 25 yards long, 15 feet high, and 1 foot 10½ inches thick?

Maximum Marks Obtainable.

9. 556624499 ÷ 697: find quotient and remainder. 6
10. A class was told to simplify  $\frac{3}{4}$  of  $\frac{1}{2} - \frac{1}{3} \div \frac{1}{4}$ . One boy worked the sum as if the given fraction was  $\frac{3}{4}$  of  $(\frac{1}{2} - \frac{1}{3}) \div \frac{1}{4}$ , but otherwise worked correctly. Was his answer too much or too little, and how much? 10
11. How often is  $\frac{3}{4}$  of a pound contained in 24 guineas? 8
12. If 3 be added to both numerator and denominator of the fraction  $\frac{3}{5}$ , by how much is the value of the fraction increased? 8
13. By selling cloth at 20s. a yard, I gained 16½ per cent. What should I have gained per cent. by selling it at 18s. a yard? 12
14. After a certain number of men had been employed on a piece of work for 24 days and had half finished it, 16 more men were employed and the rest of the work was completed in 16 days. What was the whole expense of the work, a man's wages being 7s. 6d. a day? 12
15. Find the simple and the compound interest on £150 for 3 years, at 4½ per cent. 12

Total Maximum Marks 125

## ENGLISH GRAMMAR AND COMPOSITION.

16th December—9 to 12.

Maximum Marks Obtainable.

1. In analysing the following passage in detail, be careful to state the *nature* and *relation* of each clause (or sentence). 40  
Analyse—  
As in a theatre the eyes of men,  
After a well-graced actor leaves the stage,  
Are idly bent on him that enters next,  
Thinking his prattle to be tedious;  
Even so, or with much more contempt, men's eyes  
Did scowl on Richard; no man cried God save him!
2. Parse the words in italics in the following passage:— 30  
*This* is the state of man; to-day he puts forth  
The tender leaves of hope; to-morrow blossoms,  
And bears his *blushing* honours thick upon him;  
The third day comes a frost, a killing frost,  
And,—when he thinks, good easy man, *full surely*  
His greatness is a ripening—nips his root,  
And then he falls as I do.
3. Write out the following, with proper punctuation and use of capitals:— 10  
Poor poor boy said mr brownlow clearing his  
his throat Im rather hoarse this morning mrs bedwin  
Im afraid I have caught cold  
I hope not sir said mrs bedwin everything you  
have had has been well aired sir  
I dont know bedwin I dont know said mr  
brownlow I rather think I had a damp napkin at  
dinner time yesterday but never mind that how do  
you feel my dear  
Very happy sir replied oliver and very grateful  
indeed for your kindness to me.
4. Give the derivation of four of the following words:— 12  
*Iniquity, multiply, rectify, eject, malevolent, locomotion*; also  
the derivation of four of the following:—*geology, anonymous, monotheist, astronomy, polygamy, poet.*
5. Write down the past tense and past participle of the following verbs:—*Sink, drink, think, chink, sing, cling, bring.* 7
6. Write down the progressive and emphatic forms of the third person singular past indicative of the verb *to eat.* 5
7. Name two reflexive pronouns, and make sentences showing their use in the plural. 5
8. Under what circumstances is the second person singular of verbs used now? 5
9. Correct the following sentences:— 20  
(i.) His address is Mr. James Smith, Esquire, Roma.  
(ii.) Some of the best scholars can write neatly and do small sums; but not one of them know their age.  
(iii.) Being aboriginal natives the commissioners were unable to include the coloured people in the census returns.  
(iv.) If I had have been in time for the morning lessons I would have had to have gone to school without my breakfast.  
(v.) Chemistry undoubtedly has this claim, that it is one of the most powerful agents that has moved the world.
10. Explain and illustrate two of the following pro- 16  
verbs:—  
(i.) Uneasy lies the head that wears a crown.  
(ii.) Every cloud has a silver lining.  
(iii.) Still waters run deep.

Total Maximum Marks 160



## NOTES ON THE EXAMINATION PAPERS WRITTEN AT THE ANNUAL GENERAL EXAMINATION, DECEMBER, 1891, BY THE EXAMINERS.

### GEOGRAPHY.

Question 2 for Pupil-Teachers of the First Class, 5 for those of the Second, 3 (a) for those of the Third, and 4 (a) for those of the Fourth, should all have been answered in a tabular form. In the answers to question 4, by Pupil-Teachers of the Second Class, the effect was frequently assigned as the cause,—manufactures are confined to certain districts because of density of population, unfitness of land for agriculture, &c. In question 4 (b), for Pupil-Teachers of the Third Class, the word "contrast," the gist of the question, was overlooked or ignored. The papers of Pupil-Teachers of the Fourth Class were generally very well done. Some candidates for admission as Teacher of the Third Class understand "Malay or East Indian Archipelago" to be "Oceania." Many failed to discriminate the difference in meaning between similarity and contrast, question 4. Wild guessing was frequently attempted in the first part of the answer to question 5; and only five candidates gave a really intelligent explanation of "Why the air is cooler at the summit than at the base of a mountain." "Zones of vegetation," by many, were confounded with climatic zones, and the dispersion of plants with their growth. In question 1, for Teacher of the Second Class, (a), (b), (c), all require brief specific explanations. Pictorial illustration is a necessity in answering question 2. The Notes should contain the requisite information for a lesson, question 4. Illustrate, elude, elicit, were often used as a cloak to ignorance. Similarities and *not* contrasts, question 5, were frequently given; and the northern portion of Africa was by some substituted for the southern. Candidates for admission as Temporary Teachers still confound the basin with the banks of a river. Generally they fail to make adequate preparation for examination.

The Notes and General Remarks furnished in 1890 still apply to much of the work of all classes of examinees.

#### Grammar School Scholarship.

The main facts of physical, mathematical, and descriptive geography should be kept in view by teachers when preparing their pupils for this examination; too much detail is attempted, and many examinees load their answers with unnecessary and, in many instances, with most irrelevant matter; and a common fault is an attempt to answer questions of which they are absolutely ignorant, a cure for which might be found in short, monthly, written examinations, carefully valued and corrected by the teacher in the presence of his examinees. An ordinary child of 12 or 13 years old drilled in this way could not possibly write the nonsense to be found in many of the papers of last examination. A question, too, on the lines of this examination might be given as a home exercise to candidates each day, and in this way much of the course might be mastered. Many examinees pay no attention to the instructions regarding the size, &c., of the maps to be drawn.

### ARITHMETIC.

1. *Percentage Problems.*—There is a common and growing weakness to solve these by the aid of trial numbers. Some males even make use of their knowledge of Algebra. Most of these problems can easily be solved without any such aids. The following, for example, is an easy solution of question 2 (b) in T. 2 paper:—On each £89½ a dividend of £1½ is received; and there is a further gain of £5½ by selling out at £94½; total gain on £89½ is £6½; total gain given in sum is £5½. The required answer is obtained by the following proportion:—As £6½ : £5½ :: £89½. This gives £715.

2. *Discount.*—The majority of candidates, whether P.T. 3, P.T. 4, or T. 3, failed to find the correct number of days. Among the T. 3 papers there were over thirty different answers for the number of days.

3. *Decimal Fractions.*—There were many failures in all grades in expressing circulating decimals as vulgar fractions.

4. *Vulgar Fractions.*—Many answers were incorrect through examinees neglecting to simplify large fractions. Experience teaches that large fractions can generally be simplified by cancelling, and that the simplest and surest method of cancelling is to apply the G.C.M. In question 2 for T. 3, for example, the last part of it in a vulgar fraction is  $\frac{117\frac{1}{2} \times 117\frac{1}{2}}{190476}$ . This can be reduced to  $\frac{1}{4}$  by applying the G.C.M., which is 190476. Many candidates plodded through the sum with the large fraction. Other weaknesses in the solution of vulgar fractions are—(a) neglecting to show every step in the solution, and (b) solving the fraction by what is known as the fragmentary method.

5. *Mensuration.*—Many absurd and impossible rules were given by both T. 3 and T. 2 candidates. Over 50 per cent. of the latter failed to find the solidity of a ring of circular section. Many of the former mixed up square and long measures. They had  $\frac{1200 \times 12}{6}$ , instead of  $\frac{1200 \times 144}{6}$ .

6. *Compound Proportion.*—Where the terms were slightly odd, as in question 4 (a) for P.T. 3, the failures were numerous.

7. The *Clock Problems* were failures in all grades where given. Other *Practical Problems* were also very weak. Question 2 for P.T. 3, for example, was correct in two instances only: 56 per cent. of the candidates did not attempt it. The solution is very simple:—The difference in time by walking a mile at each pace in three minutes: the total difference is fifteen minutes: the distance, therefore, is five miles. The rest is very easy.

8. *Explanatory Matter.*—This when asked for was generally of a vague and unsatisfactory nature. Had the majority of the T. 3 candidates, for example, given the same explanation to a class of children as they gave in their written answers to question 1, they would have felt surprised, perhaps, at the helpless condition of the pupils at the end of the lesson.

9. *General Remarks.*—Several T. 2 candidates neglected to follow the middle part of number 53—instructions to examinees—and thus thoughtlessly wasted the examiner's time. Candidates for all grades also neglected instruction number 55, although the substance of it is found as an instruction at the head of the examination paper. Each answer should be, but rarely is, separated from another by a ruled line. There is a common belief that Arithmetic requires little study and less practice: this is doubtless the reason why many candidates leave the subject to take care of itself, and are satisfied if they can manage to secure a bare pass.

#### Grammar School Scholarship.

1. This sum was usually correct as far as the multiplication of dimensions; but the 10,368 cubic feet obtained was in many instances divided by 9, and occasionally by 3, instead of 27.

2. In reducing the 340,200 feet to miles, &c., the two half-yards over when dividing by 5½ were frequently regarded as yards.

3. There were few failures here, but the result was generally given—

596  
314

282 Answer,

with no accompanying statement.

4. The three occurrences of the figure 6, in the problem, caused some confusion, and occasionally one dropped out of the working, leaving the answer one-sixth of that required.

5. This common-sense question was seldom answered fully and correctly, and few of the keener wits, who stated that the rope might be cut into lengths of 12ft., 8ft., 6ft., 4ft., 3ft., and 2ft., could see that it would also cut into 24 lengths of 1ft. each.

6. The answer was usually left—

ft. in.  
2 8  
2 6

2in. Answer,

instead of—

				ft. in.
Length of A's step	...	...	...	2 8
" " B's "	...	...	...	2 6
Difference	...	...	...	

2in. Answer.

7. In reducing the feet to yards there was a remainder of 2 feet, and in reducing yards to poles there was a second remainder of half-a-yard, or 1 foot 6 inches. How to deal with these remainders puzzled many; and a large proportion could not see that the result was 1 yard 6 inches.

8. By many the 25 yards were taken as feet; others multiplied the dimensions together in feet, and reduced to cubic inches by multiplying by 12 or 144.

9. A large percentage of candidates failed to state which was quotient, and which remainder.

10. Many failures occurred through subtracting  $\frac{1}{4}$  from  $\frac{1}{2}$ , instead of regarding the first expression as  $(\frac{1}{2} \text{ of } \frac{1}{2}) - (\frac{1}{4} \div \frac{1}{2})$ .

13. The proportion was very often given as—

p.c.  
As 20 : 18 :: 16½ : x, instead of—As 20 : 18 :: 116½ : x;  
and the gain equals 5 p.c.

14. Thirty-eight candidates gained marks, and 12 were fully correct.

(a) 1st gang completes  $\frac{1}{4}$  work in 24 days

1st gang completes  $\frac{1}{24}$  work in 1 day

(b) Both gangs complete  $\frac{1}{2}$  work in 16 days

Both gangs complete  $\frac{1}{32}$  work in 1 day

(c) 2nd gang completes  $(\frac{1}{3} - \frac{1}{4})$  work in 1 day

2nd gang completes  $\frac{1}{12}$  work in 1 day

2nd gang completes  $\frac{1}{16}$  work in 16 days

(d) 1st gang completes  $(\frac{1}{2} - \frac{1}{4})$  work in 16 days

1st gang completes  $\frac{1}{32}$  work in 16 days,

or double the work of the second gang. They are therefore double the number of the second gang, or  $(16 \times 2) = 32$  men.



## GRAMMAR.

## For Admission as Pupil-Teacher of the First Class.

Question 1.—The analysis was defective, showing little intelligence.

Question 2.—The case of *standard*, of *this*, and of *case*, and the mood of *launch* were often not known. *Will* and *be* were not parsed as if the candidates were accustomed to parse such verbs separately.

Question 4.—Candidates should notice that this question begins with the words "Correct or justify."

## For Admission as Pupil-Teacher of the Second Class.

Question 1.—*Foolish* was very seldom said to be the complement. An exhaustive lesson should be given to these candidates on the complement of a verb of incomplete predication.

Question 2.—*Foolish* was often said to be an adverb, and sometimes a noun; *willing* was said to be the present participle of *will*; *have*, *been*, and *seen* should be parsed as distinct verbs, and also parsed as a compound verb.

Question 3.—The example given of *illative co-ordination* was often either a *complex sentence* containing an adverbial clause, such as, "He returned, for he was tired"; or *collateral sentences*, such as, "He was tired, therefore he returned." *Therefore* is an *adverb* here; and "He was tired," and "Therefore he returned," are two simple sentences. Only one candidate said that *illative co-ordination* was not recognised by Mason; and no one showed that the typical compound sentence of *illative co-ordination* is really only a complex sentence, with the principal clause omitted, or two collateral sentences. [See "A Working Handbook of Analysis of Sentences," p. 93 and p. 94.]

Question 4.—Many candidates made the mistake of supposing that the adjective following a copulative verb (such as *look*, *seem*, &c.) was an adverb.

## For Admission as Pupil-Teacher of the Fourth Class.

Candidates for this rank should give increased attention to the division of sentences for analysis into their proper clauses. A thorough and systematic study of the functions of words in ordinary sentences should prevent examinees from making serious blunders—such were not few—in their parsing. Ample practice by the students, and close supervision and criticism of their work on the part of the teachers, should produce better results in paraphrasing than those shown by most examinees. In this connection it must be remembered that the chief aim is "not a mere change in the order of the words, nor even a mere substitution of synonymous words, but a different way of expressing the thought." In question 5, reasons for changes, &c., in sentences were not always given.

## For Admission as Teacher of the Second Class.

Many of the examinees were unable to do much more than parse and analyse; marked weakness was displayed in regard to the idioms and literature of the language, as well as to the subject-matter of the prescribed text-books; and only one-third of the candidates showed that knowledge of Grammar which might reasonably be expected from teachers seeking admission to the Second Class. The need for a more thorough preparation of the subject, on wider and more intelligent lines, is evidenced by the fact that scarcely a third of the examinees passed in each of questions 3, 5, and 9, and less than a fifth of them in either question 4 or question 7.

## For Admission as Teacher of the Third Class.

The parsing was much better than the analysis, the resolution of the given passage into clauses being far from well done. The fact that relative pronouns and relative adverbs may introduce *principal* clauses was recognized by less than half the examinees (see question 8—ii. and iii.) Little intelligence was shown in paraphrasing. The proper use of quotation marks appeared to be not well understood, though punctuation as a whole had improved since the preceding examination. The correction of errors (question 7) met with only indifferent success; many examinees failed to see that (iv.) was correct as given. In definitions, questions 5 (a) and 6 (a), marks were frequently lost through loose and inaccurate wording.

## Grammar School Scholarships.

Of 191 male candidates and 72 female candidates 66 males and 34 females passed in this paper. Analysis was moderately done; the opening adverbial sentence was commonly regarded as principal, and the phrase "thinking his prattle to be tedious" was often included in the wrong clause. Two-thirds of the examinees passed in parsing, but the work, nevertheless, indicated in many instances either extreme ignorance or gross carelessness: candidates should be cautioned to tell the *kind* and the *degree* of comparison of adjectives and adverbs. About half the females but only a quarter of the males passed in punctuation (question 3), misuse or neglect of quotation marks being common. In valuing question 4, the second part was, by direction, treated as non-existent, the knowledge it demands being beyond the limits of Fourth Class work; the first part was fairly attempted, though prefixes and affixes were not always mentioned. Ques-

tions 5 and 6 were satisfactorily answered. More than four-fifths of the examinees showed little or no knowledge of the matters referred to in questions 7 and 8; in the former of these it was plain that by most of the candidates all forms in *self* or *selves* were regarded as *reflexive*. The corrections required by question 9 were only indifferently done, *e.g.*, barely half the examinees saw anything wrong in "His address is Mr. James Smith, Esquire, Roma": many examinees gave reasons for their answers, though these were not required. Much greater practice is needed in the kind of work required by question 10.

## MUSIC.

## For Admission as Pupil-Teacher of the First Class.

Question 2.—Much confusion exists about the alto and tenor clefs.

Question 5 (c).—None know the notes on the bass staff.

## For Admission as Pupil-Teacher of the Second Class.

The meaning of "*key*" as distinguished from "*scale*" and "*key note*" has still to be learnt.

More attention should be given to minor keys and positions of semitones in minor mode. In transposing candidates should remember that the sol-fa names are the same before and after transposition.

## For Admission as Pupil-Teacher of the Third Class.

Question 1.—*Dominant seventh* and *relative minor* are not understood.

Question 2.—The answer is found in Murby, (a) par. 231 and (b) par. 247.

Question 4.—Sol-fa names of chromatic scale are not known (Stimpson, p. 74).

## For Admission as Pupil-Teacher of the Fourth Class.

Question 2.—The meaning of "*key*" should be taught.

Question 5.—The "*movable do*" is employed in all text-books authorized by the Department.

## For Admission as Teacher of the Third Class.

Question 5.—The sol-fa names in the minor mode are not known; the tonic or key note is "*la*," not "*do*."

## For Admission as Teacher of the Second Class.

Question 3 (b).—The answer is found in Murby, par. 240.

## DRILL.

The results in Drill were not quite so good this year as last. The papers for P.T. 2, P.T. 3, and P.T. 4 were fairly answered; and those for Teacher, Class II., were well done, but only a little over 40 per cent. of the candidates for Teacher, Class III., passed in their paper. Amongst the candidates for Class III. were many Provisional School Teachers who knew, as a rule, little of the subject. There were indications, also, from the answers of examinees that the introduction of the new drill had caused some confusion. Definitions, wherever required, were usually wanting in precision, a quantity of more or less extraneous matter being introduced. In many cases the minor but essential details which give value to an answer were ignored. Few of the P.T. 3 candidates had a clear idea of the work required from the Upper Second Class; the P.T. 2 candidates, on the contrary, proved to be well acquainted with that required from the Lower Second. The last question in the P.T. 4 paper was the worst answered, this being apparently due less to want of knowledge than to carelessness. In the T. 3 papers marked weakness was shown in regard to "balance step" and "changing feet," while not a tenth of the examinees could draw the diagrams to illustrate "forming to the front at the halt." Not quite a third of the candidates for Class II. were able to plan a suitable three months' course of instruction in drill for newly-promoted Fourth Class pupils.

## HISTORY.

## For Admission as Pupil-Teacher of the Second Class.

Spelling was weak in many cases, and very bad in one. In this connection it was noticeable that, with only one exception, the examinees who answered question 1 spelt the name "raccoon" incorrectly. Punctuation and the proper use of capital letters need considerable attention. Composition was generally weak, especially in regard to the very awkward use of prepositional phrases at the end of sentences. Many sentences commenced with a hypothetical statement and were not completed. In a



narration some examinees, apparently becoming tired of the descriptive form, suddenly dropped into giving a series of partially expressed notes; while another peculiarity was that of changing the verbs from the past to the present tense in the course of a statement of past facts. The frequent use of slangy expressions was not indicative of an elevated style either of language or of feeling. In dealing with exploration, examinees generally restricted their accounts to personal matters, and showed considerable ignorance of topographical details, with but slight appreciation of results. When quoting from books defective memory caused them to make many extraordinary statements.

#### For Admission as Pupil-Teacher of the Third Class.

A weakness in regard to the spelling of proper names was a noticeable feature of these papers. Most of the examinees show a superficial knowledge of the history of the period; but few possess an accurate knowledge of the facts, or of ability to deal with them satisfactorily. A want of consideration of the terms of questions 1, 2, and 4 led to the writing of much superfluous matter.

#### For Admission as Pupil-Teacher of the Fourth Class.

Very weak spelling in some cases, and the writing of much irrelevant matter in answer to question 3, were characteristic of these papers; as was also the fact that many of the examinees made good numbers for one answer and very poor ones for the other two. Many have to learn that the use of vague generalities and declamatory phrases will not make up for the want of definite knowledge of facts. Some exhibited the faculty of being able to give very little information though using many words.

#### For Admission as Teacher of the Third Class.

Examinees of this grade frequently failed to recognise that the terms of the various questions necessitated different styles of treatment in regard to the answers; but were far too apt to answer all questions alike, on the simple principle of—say all you can on the matter, whether suitable or otherwise. This was most especially noticeable in the answers to question 8. Some of the papers, while being very verbose, gave few actual facts, and expressed few ideas. Others showed originality in the treatment, and an avoidance of slavish adherence to the words of any particular book. Weak spelling, confusing and inconsequent use of pronouns, indiscriminating use of proper names—especially those of kings, and the use of the past participle instead of the past tense of verbs, frequently characterised these papers.

It might perhaps be well to point out to Pupil-Teachers that, up to this grade, all questions in English history may be fully answered from the matter of Ross's Manual.

#### For Admission as Teacher of the Second Class.

These examinees as a rule seemed to possess a general rather than a particular and precise knowledge of the subjects dealt with in the question; and, from the style of their answers, it is evident that many entertain a very low estimate of the quality of the work required from teachers of this status. It is not sufficiently realised that broad, general statements are not a satisfactory substitute for an accurate knowledge of facts that must necessarily form the foundation for a proper comprehension and utilisation of the subject. While some papers presented a large amount of irrelevant matter, a few were almost models of clear and concise yet comprehensive statement. A peculiarity observable in some papers was that of seizing upon some prominent point connected with the beginning of a subject and passing on to another dealing with the end of it, but omitting all reference to intermediate points.

It was an illustration of how little the free institutions under which we live are really understood by many otherwise fairly intelligent people, that, in dealing with the history of Victoria, the subject of "Responsible Government" was almost entirely ignored. Some gave the heading, but were unable to give any particulars; in fact, it appeared that very few at all comprehended what is implied in the term.

With regard to the study of History by Pupil-Teachers, it is evident that in the majority of schools the subject is dealt with merely as a task to be got from some book, and that very little *teaching* is involved in it. At the same time it should be stated that, in comparison with the papers of previous years, there is an appreciable diminution of mere undigested cram observable in the answers.

The fact of having the maximum number of marks attached to each question does not appear to have been of much practical value.

### LATIN.

#### For Admission as Pupil-Teacher of the Third Class.

Examinees for this rank answered well, especially one of them; but in future they should give increased attention to the order of their words, both in translating English into Latin and Latin into English.

#### For Admission as Pupil-Teacher of the Fourth Class.

Poor answering was the rule with those seeking this rank. The candidates must fairly master accidence and syntax before they can make any headway in this branch of their studies. Translation of English into Latin was a marked failure.

#### For Admission as Teacher of the Third Class.

Most of those taking papers for this rank are hopelessly ignorant of; the very elements of accidence and syntax, and will never pass in this subject. One of them, at least, has been trying to do so for more than a dozen years.

#### For Admission as Teacher of the Second Class.

Those that failed to gain a pass in this subject should give less attention to mere translation of Latin into English, but more to mastering accidence, syntax, prosody, and the translation of English into Latin.

### EUCLID.

Candidates for Pupil-Teachership of the Third and Fourth Classes knew their propositions, but had paid insufficient attention to the notes which are found at the end of their text-books; and so had a surface knowledge, instead of an intelligent appreciation of the subject.

Examinees seeking classification as Teachers of the Second and Third Classes had not devoted a sufficient proportion of their time to deductions drawn from the propositions of the books named. They appear to have devoted the greater part of the year to the propositions, and to have limited their efforts with riders to the few weeks preceding examination. Their proper course is to master a proposition, and then attempt the deductions dependent upon it. The paper for each class had eight questions, four asking for propositions, and four for deductions; a pass was secured by each candidate who solved one deduction and fairly mastered the four propositions.

### NEEDLEWORK.

#### For Admission as Pupil-Teacher of the Second Class.

##### THEORY.

"Puckering" is most common in top-sewing and in "running"; the best means to avoid it is to tack the work.

#### For Admission as Pupil-Teacher of the Third Class.

Examinees should practise putting in "gussets." A bias piece is best joined to a straight-edge by keeping the bias next you.

#### For Admission as Pupil-Teacher of the Fourth Class.

Chief defects in shirt sleeve—not sufficient opening at wrist; should be nine inches long; gusset badly set-in; wrist-band need not be "stitched" on: it should be hemmed over plain part and "stocked-in" over gathers.

#### For Admission as Teacher of the Third and Second Class.

"Hints on mending" fairly well done. Knitting unsatisfactory.

#### For Admission as Pupil-Teacher of the Second Class.

##### PRACTICE.

Satisfactory work was done by the majority.

#### For Admission as Pupil-Teacher of the Third Class.

The neck-band of chemise should be drawn tightly over plain part—not too wide—and should be stocked-in properly back and front.

#### For Admission as Pupil-Teacher of the Fourth Class.

As in the former section, the gathering and stocking-in were not good.

#### For Admission as Teacher of the Third and Second Class.

Examinees displayed little judgment or skill in fixing-in the front of the shirt, in setting-in side-gusset, or in working a specimen of embroidery.

### SCHOOL MANAGEMENT.

#### For Admission as Pupil-Teacher of the Fourth Class.

Question 2.—The attempts at a lesson on rectangular areas were generally of an indifferent character. Out of eighty-four examinees only fifteen illustrated the rule by diagrams divided into squares, clearly showing the meaning of the terms "square inch," "square foot." Many worked out long reduction sums with little or no explanation of the reason of the process, while others wasted valuable time in writing about rhombuses, trapeziums, and trapezoids.



**Question 3** was fairly answered by only a small number of the examinees. The remainder wrote wide of the mark, or touched barely on the ideas suggested by the question. Those who secured the highest values began their lessons with a description of the inside of the building, pointing out its direction in relation to the cardinal points, and the relative positions of the desks, table, presses, &c. Then followed descriptions of the playgrounds, of the surrounding streets, and of the district, thus leading in due order to lessons on the outlines of the geography of the country in general.

#### For Admission as Temporary Teacher.

**Question 2 (b)** was not satisfactorily answered excepting by some five of the examinees. Among the failures there was much writing of vague generalities, while not one answer showed in full the ill effects that would follow from want of proper arrangement of the matter of lessons, want of power to discriminate between the essential and the less important details, and want of adopting the right plans in impressing these essential points on the minds of the pupils, and in leading out ideas arising from the facts supplied,—wants which could in the main be supplied by careful preparation.

#### For Admission as Teacher of the Third Class.

**Question 3.**—Here only 20 per cent. of the examinees obtained high values. These began their lesson on mood by writing sentences showing the same verb applied in different ways, by directing attention to the differences, and thus leading up to an explanation of the grammatical term "mood" in its different forms of "indicative," "imperative," and "infinitive." Those who failed began with definition, and wrote often lengthily about the potential mood and auxiliary verbs, thus reversing the inductive order which should proceed from *use* to *definition*. (See Gladman's Method, pp. 19 to 25, inclusive, and Joyce, pp. 88 and 89, inclusive.)

In the papers for admission to Third Class were many instances of incorrect spelling, bad grammar, and blundering or meaningless statements. Many used the expression "The subjunctive mood states something that is not true."

#### For Admission as Teacher of the Second Class.

**Question 2.**—Only a small percentage of the examinees dealt satisfactorily with this question. In the case of the majority the answering ranged from moderate to total failure. The chief defects were in some instances ignorance of the meaning of the terms "synthetic" and "analytic" as applied in teaching, in others vagueness or confusion of idea in explaining the two methods, but in most the inability to exemplify these methods in the manner required.

**Question 4.**—With a few notable exceptions the essays on Memory were unsatisfactory, indicating neglect of study and poverty of thought. The best answers described the faculty of memory both as regards its powers of retention and reproduction, and the different methods of cultivating these powers. (See Currie, pp. 105 to 110; also Gladman's School Work, pp. 128 to 153.)

### ALGEBRA.

Candidates seeking the rank of Pupil-Teacher of the Third Class did not sufficiently understand the theory on which each simple operation depends, and few could explain intelligently why  $-3a \times 4 = -12a$ . They require more explanation of rules, and less practice with mechanical examples. In the papers of Fourth Class examinees more failures occurred in exercises on greatest common measure and least common multiple than in all other questions together, and the time devoted to these two rules at pupil-teachers' classes is evidently insufficient. Candidates sitting for admission as Teachers of the Third Class showed far better results in equational problems, such as No. 6-9, than in equational examples, like those of No. 3; and here, too, there were many failures in G.C.M. and L.C.M. work.

Candidates desiring promotion to Class II. were insufficiently acquainted with the treatment of indices and surds, but gave creditable work in cube root, and in the solution of all equations except Nos. 4 and 9.

### PENMANSHIP.

The penmanship of Pupil-Teachers of the First, Second, and Third Class reaches the standard fair, the values being 61, 61.3, and 63.8 per cent., respectively. The chief defects were badly-shaped letters, uneven lengths of such letters, as *l*, *h*, &c.; letters not properly spaced, especially in printing; relative sizes of loops and curves disregarded; absence of parallelism in such combinations as *th*, *ph*, *bl*, &c.; and letters not joined or imperfectly joined.

The pupil-teachers all require more instruction in the elements of the letters; and judging from the writing of the examination papers, the senior candidates would be greatly benefited by a similar course of instruction.

## EXAMINATION PAPERS FOR EXHIBITIONS TO UNIVERSITIES, 1891.

## GEOMETRY.

Professor Gurney, M.A. Mr. A. Newham, B.A.

1. If A, B, C, D are four points in a straight line, prove that  $AB \cdot CD + BC \cdot AD = AC \cdot BD$ .

2. The three straight lines drawn from the angles of a triangle to bisect the opposite sides are concurrent.

3. Prove that the inscribed circle touches the sides of a triangle in points which divide the sides into six parts, equal in pairs to  $s-a$ ,  $s-b$  and  $s-c$ .

4. If a circle intercepts within itself three equal portions of the sides, prove that the circle is concentric with the in-circle.

5. ABC is a triangle; BA, CA are produced through A so that the produced parts each = BC, and a similar construction is made at B and C: prove that the six ends of the produced sides lie on a circle.

6. Triangles and parallelograms of the same altitude are to one another as their bases.

7. In a right-angled triangle, the two similar rectilinear figures, similarly described on the sides which contain the right angle, are together equal to the similar figure, similarly described on the hypotenuse.

8. Draw a straight line perpendicular to a given plane from a given point without it.

9. ABCD is a square piece of card, each side of which =  $a$ , and E, F, G, H are points on AB, BC, CD, DA, such that, if the card is doubled flat along the line FH, the point E coincides with the point G. Putting  $AE = w$ ,  $BF = x$ ,  $CG = y$ ,  $DH = z$ , prove that—

$$w + y = x + z, \text{ and } (w - y) \left\{ 1 - \frac{w + y}{a} \right\} = x - z.$$

10.  $a, b, c$ , etc., are consecutive sides of an equiangular, but non-equilateral, octagon; show that the area enclosed by  $a, b, c$ , and the line joining their remote ends is  $\frac{ac}{2} + \frac{ab + bc}{2\sqrt{2}}$ , and similarly for four consecutive sides  $a, b, c, d$ , the area is  $\frac{ac + bd}{2} + \frac{ab + bc + cd + da}{2\sqrt{2}}$ . Also find the corresponding expression for five sides.

11. Define the Parabola, and prove that the harmonic mean between the segments of a focal chord is the semilatus rectum.

12. If TP, TQ are tangents to a parabola, and if PQ is produced to meet the directrix in R, prove that TR subtends a right angle at the focus.

## ARITHMETIC AND ALGEBRA.

Professor Gurney, M.A. Mr. A. Newham, B.A.

1. If 8 men can do 0.575 of a piece of work in 3.06 hours, how long will it take 17 boys to finish the work, it being known that 6 men and 14 boys have done a similar piece of work in 4 hours.

2. A person increased his capital by a fourth part every year, and, at the end of four years, one year's interest thereon at the rate of  $5\frac{1}{2}$  per cent. per annum would amount to £350. What capital did he start with?

3. A shilling weighs 3 dwts. 15 grs., 3 parts in 40 being alloy, and the rest pure silver. If silver costs 3s. 4½d. per oz., and the cost of coining, including the price of alloy, is 5 per cent of the nominal value of the coin issued, find the profit made by the Government on the issue of 1,000,000 shillings.

4. Prove that—

$$\frac{a^3(b-c)}{b+c-a} + \frac{b^3(c-a)}{c+a-b} + \frac{c^3(a-b)}{a+b-c} + \frac{(a+b+c)^2(b-c)(c-a)(a-b)}{(b+c-a)(c+a-b)(a+b-c)} = 0.$$

5. Find the conditions that the roots of  $ax^2 + bx + c = 0$  may be real and positive.

Form an equation whose roots are respectively the sum of the squares and the sum of the cubes of those of the above equation.

6. Solve the equations—

$$(i.) \frac{x-a}{x-b} + \frac{x-b}{x-c} + \frac{x-c}{x-a} = 3.$$

$$(ii.) \begin{cases} (x+y)(z-x-y) = 3 \\ (x+y+z)(z-x-y) = 7 \end{cases}$$

$$(iii.) \begin{cases} yz - f^2 = cy + bz \\ zx - g^2 = az + cx \\ xy - h^2 = bx + ay \end{cases}$$

7. Define ratio, proportion and variation, and show that the ratio  $l_1a_1 + l_2a_2 + l_3a_3 + \dots : l_1b_1 + l_2b_2 + l_3b_3 + \dots$  lies in value between the greatest and least of the ratios  $a_1:b_1, a_2:b_2, \dots$ , all the quantities involved being positive.

8. Define geometrical progression, and find the sum of a geometrical progression to  $n$  terms.

Find the sum of  $n$  geometric means inserted between  $a$  and  $b$ , and prove that, if  $a$  and  $b$  and these geometric means are all positive, the arithmetic mean of these geometric means is less than the arithmetic mean between  $b$  and  $a$ .

9. Find the sum of the squares of the first  $n$  natural numbers.

Sum to infinity the series whose first term is  $a$ , and  $n^{\text{th}}$  term  $\{a + (n-1)b\}r^{n-1}$ ,  $r$  being a proper fraction.

10. Determine for what value of  $p$  the number of combinations of  $2n$  things taken  $p$  together is greatest.

Show that for this value of  $p$ , the number of combinations which contain a particular thing is equal to the number of combinations which exclude it.

11. Assuming the binomial theorem for a positive integral index, extend it to the case of a fractional or negative index.

Show that the coefficient of  $x^a$  in the expansion of  $\frac{x}{(x-a)(x-b)}$  in ascending powers of  $x$  is  $\frac{a^a - b^a}{a-b} \cdot \frac{1}{a^a b^a}$ .

## TRIGONOMETRY.

Professor Gurney, M.A. Mr. A. Newham, B.A.

1. The area of a circle varies as the square on its radius.

2. Find  $\sin 30^\circ$ ,  $\cos 45^\circ$ ,  $\tan 315^\circ$ ,  $\sin(-225^\circ)$ .

3. Prove the formulæ—

$$(i.) \sin A + \sin B = 2 \sin \frac{A+B}{2} \cos \frac{A-B}{2}.$$

$$(ii.) \tan 2\theta = \frac{2 \tan \theta}{1 - \tan^2 \theta}.$$

$$(iii.) \sin^2 A - \sin^2 B = \sin(A+B) \sin(A-B).$$

4. Simplify  $(\tan 37\frac{1}{2}^\circ + \tan 7\frac{1}{2}^\circ) \div (\tan 37\frac{1}{2}^\circ - \tan 7\frac{1}{2}^\circ)$ .

5. In the triangle ABC, prove that—

$$\frac{\sin A}{a} = \frac{\sin B}{b} = \frac{\sin C}{c},$$

$$(a-b) \cos \frac{1}{2}C = c \sin \frac{1}{2}(A-B),$$

$$(b^2 - c^2) \cot A + (c^2 - a^2) \cot B + (a^2 - b^2) \cot C = 0.$$

6. What formulæ would you use in solving the triangle—

$$a = 354.2 \text{ links, } b = 321.6 \text{ links, } C = 17^\circ 24'?$$

7. Find the radius of the circle which passes through two angular points of a triangle, and also passes through the centre of the inscribed circle.

8. Eliminate  $\theta$  from the equations—

$$\begin{cases} x = \sin 3\theta + \sin \theta, \\ y = \cos 3\theta + \cos \theta. \end{cases}$$

9. Any point P is taken on the side BC of a triangle ABC, PL is drawn perpendicular to CA, LM to AB and MN to BC, also PL' to BA, L'M' to AC and M'N' to CB; prove that  $NN' = a \sin B \sin C \cos A$ .

10. Show that the algebraical sum of the projections of all the sides of a polygon on any straight line is zero, and hence find the sum of—

$$\cos 1^\circ + \cos 11^\circ + \cos 21^\circ + \dots \text{ to } 36 \text{ terms.}$$

11. Explain how it is that the sine and the tangent angle do not differ much from its circular measure.

A man six feet high stands on a high, and 400 feet distant from an ob- will subtend an angle rather less than  $\frac{1}{2}^\circ$ .

## MECHANICS

**Professor Gurney, M.A.      Mr. A. Newham, B.A.**

1. Explain the principle of the transmissibility of force. Subject to what limitations is it true?

2. Enunciate the "parallelogram of forces" and prove it for the direction of the resultant of two commensurable forces.

O is the centre of the inscribed circle of the triangle ABC. Show that forces proportional to  $\cos \frac{A}{2}$ ,  $\cos \frac{B}{2}$ ,  $\cos \frac{C}{2}$  acting along OA, OB, OC form a system in equilibrium.

3. Show that the moment of the resultant of any two forces, parallel or otherwise, in one plane round any point in the plane is equal to the moment of the resultant round the same point. Hence show that any system of forces acting in one plane is in equilibrium provided the sums of the moments of the forces round three points, not in one straight line, separately vanish.

4. ABC is an isosceles right-angled triangle, having a right angle at A, and a square BCDE is described on its base BC. Forces  $3\sqrt{2}$ ,  $5\sqrt{2}$ , 1, 2, 3 act along BA, AC, BE, ED, CD respectively. Find the magnitude and line of action of their resultant.

5. Prove that two couples of the same moment and opposite signs acting in the same plane balance each other.

6. A piece of timber 64 feet long is in the form of a frustum of a cone. Its greatest and least radii are respectively 5 feet and 1 foot. Find the position of its centre of gravity.

7. Find the condition of equilibrium of a system of movable pulleys, where all the strings are parallel, and are attached to the support. If  $P$  is the power in such a system, and there are four unmovable pulleys whose weights, beginning with the highest, are respectively  $\frac{P}{4}$ ,  $P$ ,  $\frac{7P}{4}$  and  $\frac{11P}{2}$  show that the tensions of the strings are in arithmetical progression, and that there is no mechanical advantage.

8. Describe the common steelyard. A steelyard is graduated on the incorrect assumption that the movable weight is  $P$  lbs. A mass, whose real weight is  $W$  lbs., when weighed with it, appears to weigh  $W'$  lbs. Show that the real weight of the movable weight is  $P = \frac{P(W' - W)a}{W'a + Qb}$  where the weight of the steelyard is  $Q$  lbs., and  $b$  and  $a$  are the distances from the fulcrum to the centre of gravity of the steelyard (which is in the shorter arm), and to the point of suspension of the object to be weighed respectively.

9. State the laws of limiting friction. Three equal uniform rods are rigidly connected so as to form an equilateral triangle ABC, which is hung over a rough peg so that the side BC may rest in contact with it. Find the extreme limits on the rod within which the peg must be, in order that the triangle may be in equilibrium. What is the condition that the triangle may be in equilibrium in all positions?

10. State the principle of virtual work (or virtual velocities). ABCD is a rhombus consisting of four equal heavy rods jointed together at A, B, C, D. It is hung up by the angle A, and the angle ABC is kept equal to  $135^\circ$  by a string joining A and C. Find the tension of this string.

**LATIN I.**

**Professor Butler, B A.**      **Mr. F. Lloyd, B A.**

**1. Translate :—**

An hoc dubium est quin neque verborum tanta copia sit, non modo in nostra lingua, quae dicitur esse inops, sed ne in alia quidem ulla, res ut omnes suis certis ac propriis vocabulis nominenter, neque vero quidquam opus sit verbis, quum ea res cuius causa verba quaesita sint intelligatur? Quae lex, quod senatus consultum, quod magistratus edictum, quod foedus aut pactio, quod, ut ad privatas res redeam, testamentum, quae iudicia aut stipulationes aut pacti et conventi formula non infirmari ac convelli potest, si ad verba rem deflectere velimus, consilium autem eorum qui scripserunt et rationem et auctoritatem relinquamus? Sermo hercule et familiaris et quotidianus non cohaerebit, si verba inter nos occupabimur. Denique imperium domesticum nullum erit, si servulis hoc nostris concesserimus ut ad verba nobis obediant, non ad id quod ex verbis intelligi possit obtineant. Exemplis nunc uti videlicet mihi necesse est harum rerum omnium. Non occurrit uni cuique vestrum aliud ali in <sup>omni</sup> <sup>convenire</sup> exemplum, quod testimonio sit, <sup>A</sup> pendere jus, sed verba servire <sup>ma</sup> auctoritatibus?

**2. Translate:—**

Interea magna vis accusatorum in eos irupit, qui pecunias faenore auctitabant adversum legem dictatoris Caesaris, quae de modo credendi possidendique intra Italiam cavetur, omissam olim, quia privato usui bonum publicum postponitur. Sane vetis urbi faenebre malum et seditionum discordiarumque creberrima causa, eoque cohibebatur antiquis quoque et minus corruptis moribus. Nam primo duodecim tabulis sanctum, ne quis unciario faenore amplius exerceat, cum antea ex libidine locupletium agitaretur, dein rogatione tribunicia ad semuncias reductum; postremo vetita versura. Multisque plebi scitis obvium itum fraudibus, quae totiens repressae miras per artes rursum oriebantur. Sed tum Gracchus praetor, qui ea quaestio evenerat, multitudo periclitantium subactus rettulit ad senatum; trepidique patres (neque enim quisquam tali culpa vacuus) veniam a principe petivere, et concedente annus in posterum sexque menses dati, quis secundum iussa legis rationes familiares quique componerent. Hinc inopia rei nummariae, commoto simul omnium aere alieno, et quia tot damnatis bonisque eorum divenditis signatum aereunt fisco vel aërio attinebatur.

**3. Translate:—**

o quibus una salus placuit mea castra secutis  
indomita ceruice mori, componite mentes  
ad magnum uirtutis opus summoque labores.  
uadium in campos steriles exustaque mundi,  
qua niuius Titan et rarae in fontibus undae,  
siccaque letiferis squalent serpentibus arua,  
durum iter : ad leges patriaeque ruentis amorem  
per mediam Libyen, ueniant, atque inuia temptent,  
si quibus in nullo positum est euadere uoto,  
si quibus ire sat est, neque enim mihi fallere quemquam  
est animus tectoque metu perducere uolgus.  
hi mihi sint comites, quos ipsa pericula ducent,  
qui, me teste pati uel quae tristissima, pulchrum  
Romanorum putant. at qui sponso salutis  
miles eget capiturque animae dulcedine, uadat  
ad dominum meliore uia. dum primus harenas  
ingrediar primusque gradus in puluere ponam,  
me calor aethereus feriat, mihi plena ueneno  
occurrat serpens : fatoque pericula uestra  
praetemptate meo : sitiatis, quicumque bibentem  
uiderit : aut umbras nemorum quicumque petentem,  
aestuatis : aut equitem peditum praecedere turmas,  
deficiat : si quo fuerit discrimine notum  
dux an miles eam.

## ANALYTICAL GEOMETRY.

**Professor Gurney, M.A.      Mr. A. Newham, B.A.**

1. Find the rectangular co-ordinates of the point which is equi-distant from the three points  $(0, a)$ ,  $(b, 0)$ ,  $(a, b)$ .

2. Investigate the equation to a straight line in the form  $y = mx + c$ . How is this line related to the lines  $y = -mx \pm c$ ,  $x = my + c$ ?

3. Find the length of the perpendicular from the point  $h, k$  to the line  $ax + by + c = 0$ , and also the lengths of the lines drawn from  $h, k$  parallel to the axes, to meet the line.

4. If  $(x_1, y_1), (x_2, y_2)$  are two points on the circle  $x^2 + y^2 = c^2$ , prove that the equation to the straight line which joins them may be written  $x(x_1 + x_2) + y(y_1 + y_2) = x_1x_2 + y_1y_2 + c^2$ , and deduce the equation to the tangent.

5. Find the relation which must exist between  $m$  and  $c$  in order that  $y = mx + c$  may touch the curve  $y^2 = 4ax$ . If the tangents drawn from an external point  $T$  make angles  $\phi$ ,  $\phi'$  with the axis, prove that the co-ordinates of  $T$  are  $a \cot \theta \cot \phi$ ,  $a(\cot \theta + \cot \phi)$ , and that the line joining  $T$  to the focus makes an angle  $\theta + \phi$  with the axis.

6. Write down the equation to the tangent at a given point on an ellipse, and deduce the equation to the normal at the point. Hence show that the line  $px + qy = r$  will be normal to the ellipse  $\frac{x^2}{a^2} + \frac{y^2}{b^2} = 1$ , at some point in its length, provided  $\frac{a^2}{p^2} + \frac{b^2}{q^2} = \left(\frac{r^2}{r^2}\right)^2$ .

7. Prove that the middle points of a system of parallel chords of the curve  $xy = c^2$ , lie on a straight line through the origin.

8. Find the centre of the curve  $x^2 + xy = cy$ , and give a rough diagram of the curve.

9. AB is a straight rod of length  $2a$ , and CD is another straight rod of length  $b$ , which is fixed at right angles to AB at its middle point C. If the ends A, B move on fixed rectangular axes, and D describes a curve in their plane, prove that its equation is  $(x^2 + b^2)(x^2 + y^2) + 4abxy = (a^2 - b^2)^2$ .

10. Show that  $3x^2 - 4xy + y^2 + 2x - 1 = 0$  represents a pair of straight lines, and find the tangent of the angle between them.



## LATIN II.

Professor Butler. Mr. F. Lloyd, B.A.

1. State and illustrate the chief senses in which the accusative case is employed.
2. Give the rules for *Oratio obliqua*, with illustrations.
3. Give the derivation of the following words:—*Armentum*, *vindicta*, *artus*, *Latium*, *digitus*, *sollemnis*, *refuto*, *Indigetes*.
4. Comment on the syntax of the underlined words in the following passages:—
  - (a) Eas divitias, eam bonam famam putabant.
  - (b) *Ceteris remanere et in verba Vespasiani adigi volentibus fuit.*
  - (c) *Rempubicam flocci non faciunt.*
  - (d) *Quid hoc homine facias?*
  - (e) *Si vivere vellet, Sejanus rogandus erat.*
  - (f) *Id fetialis ubi dixit, hastam in fines eorum emittebat.*
  - (g) *Forsitan, infelix, ventos undasque timebas.*
  - (h) *Dulce ridentem Lalagen amabo.*
  - (i) *Damnatus longi Sisypheus laboris.*

## 5. Translate into Latin—

From his position, his talents, and his associations, he seemed marked out as the one man who could and would desire to step forth as the saviour of his country. But such self-sacrifice is not exhibited by men of Scipio's type. Too able to be blind to the signs of the times, they are swayed by instincts too strong for their convictions. An aristocrat of aristocrats, Scipio was a reformer only so far as he thought reform might prolong the reign of his order. From any more radical measures he shrank with dislike, if not with fear. The weak spot often to be found in those cultured aristocrats who coquet with liberalism was fatal to his chance of being a hero. He was a trimmer to the core, who, without intentional dishonesty, stood facing both ways till the hour came when he was forced to range himself on one side or the other, and then he took the side which he must have known to be the wrong one. Palliation of the errors of a man placed in so terribly difficult a position is only just; but laudation of his statesmanship seems absurd.

## GERMAN.

Professor MacCallum. Dr. Max.

## 1. Translate into English:—

Das geschäftige Treiben der Stadt war schon seit einigen Stunden zur Ruhe gekommen, Mond und Sterne zogen lautlos über Alexandria hin, und auf manchem Lager hatte sich ein Traum gesenkt. Es war eine köstliche, frische, wahrhaft gnadenvolle Nacht, aber wenn auch in den Straßen und Gassen Ruhe herrschte, so fehlte es doch in dieser Zeit der Nacht an der rechten, die Seelen befriedigenden Stille.

Schon seit einer vollen Woche lag etwas Beklemmendes, fieberhaft Gefpanntes in der Ruhe der Nächte. Die Häuser und Läden waren so fest verschlossen, als sollten sie nicht nur den Schlaf vor Störung, sondern Leben und Besitz vor Einfällen behüten. Statt froher Stimmen tönte schwerer Soldatenschritt und Waffengerassel von den schlummernden Häusern wider.

Wenn irgendwo römische Kommandorufe oder die erregten Stimmen schlafschauer Mönche lauter erschollen, öffnete sich hier eine Lade, dort eine Pforte, und ein Menschengesicht lugte lang in die Straße. Mancher spät Heimkehrende drückte sich, wenn die Wachen nahten, in ein vertieftes Thor oder an eine von dunklen Schatten verhüllte Mauer.

2. (a) Parse the underlined words (*Stadt*, *zogen*, *Traum*, *lag*, *verschlossen*, *Menschengesicht*, *erschollen*) in the above passage, and give the principal parts of the verbs and the plurals of the nouns.
- (b) How did Luther influence the literary language of Germany?
- (c) Mention and illustrate the chief consonantal differences between German and English.

## 3. Translate into German—

The six years that Schiller spent in the Duke of Würtemberg's academy were the most tedious in his life. The system of education seems to have been formed on the principle, not of cherishing and correcting nature, but of rooting it out and supplying its place with something else. The process of teaching and living was conducted like a military exercise; everything went on by order, there was no room for freewill, no allowance for varieties of nature. Whatever feelings or capacities a scholar might possess, the "regulations of the school" took no account of them. He must fit himself to the common pattern, which, like the old giant's bed, stood there to be filled alike by the great and the little. The same narrow course of reading was marked out for each beforehand, and it was by stealth if he read anything beside. The pupils were kept apart from the conversation or sight of any person but their teachers; their very amusements proceeded by the word of command.

4. Write a short letter in German to a friend in Germany, stating your intention of studying at a German University, and asking his advice as to place, time, and lodgings.

5. Describe shortly the revival of German Literature in the 18th century, mentioning the names of the chief writers.

## FRENCH.

Professor MacCallum, M.A. Mr. E. J. Trechmann, Ph.D.

## 1. Translate into English—

L'aspect de la campagne, autour de Rome, a quelque chose de singulièrement remarquable. Sans doute c'est un désert, car il n'y a point d'arbres ni d'habitations; mais la terre est couverte de plantes naturelles, que l'énergie de la végétation renouvelle sans cesse. Ces plantes parasites se glissent dans les tombeaux, décorent les ruines, et semblent là seulement pour honorer les morts. On dirait que l'orgueilleuse nature a repoussé tous les travaux de l'homme, depuis que les Cincinnatus ne conduisent plus la charrue qui sillonnait son sein; elle produit des plantes au hasard, sans permettre que les vivants se servent de sa richesse. Ces plaines incultes doivent déplaire aux agriculteurs, aux administrateurs, à tous ceux qui spéculent sur la terre, et veulent l'exploiter pour les besoins de l'homme; mais les âmes rêveuses, que la mort occupe autant que la vie, se plaisent à contempler cette campagne de Rome, où le temps présent n'a imprimé aucune trace; cette terre qui chérit ses morts, et les couvre avec amour des inutiles fleurs, des inutiles plantes qui se traînent sur le sol, et ne s'élèvent jamais fleurs, des inutiles assez pour se séparer des cendres qu'elles ont l'air de caresser.

2. (a) Parse the italicised words in the above, and write down their principal parts.
- (b) Explain, historically, the formation of the conditional; and the use of *être* in the conjugation of reflective verbs.
- (c) What case in the Latin declension do modern French nouns generally represent? Mention any exceptions and double forms.

## 3. Translate the following passage into French—

"The troops were now to be disbanded. Fifty thousand men, accustomed to the profession of arms, were at once thrown on the world, and experience seemed to warrant the belief that this change would produce much misery and crime, that the discharged veterans would be seen begging in every street, or would be driven by hunger to pillage. But no such result followed. In a few months there remained not a trace indicating that the most formidable army in the world had just been absorbed into the mass of the community. The royalists themselves confessed that in every department of honest industry the discharged warriors prospered beyond other men."

4. Write a short essay in French on one of the following:—Rabelais, Boileau, or Rousseau.

5. What is meant by the dramatic unities? How did they affect the French classical drama?

## GREEK I.

Professor Scott, M.A. Mr. F. Lloyd, B.A.

Translate into English:—

## I.

Οὐνέκα νῦν φερόμεσθα καθ' ἰστίᾳ λευκὰ βαλόντες  
 Μηλίου ἐκ πόντου νύκτα διὰ δνοφερήν  
 ἀντλῆν δ' οὐκ ἐθέλουσιν· ὑπερβάλλει δὲ θάλασσα  
 ἀμφοτέρων τοίχων· ἡ μῖλα τις χαλεπῶς  
 σφίζεται· οἱ δ' ἔρδουσιν· κυβερνήτην μὲν ἔπαισαν  
 ἐσθλόν, ὃ τις φυλακὴν εἶχεν ἐπισταμένως·  
 χρήματα δ' ἀρπάζονσι βίη, κόσμος δ' ἀπόλωλεν,  
 δασμὸς δ' οὐκέτ' ἴσος γίνεται ἐς τὸ μέσον,  
 φορτηγοὶ δ' ἄρχουσι, κακοὶ δ' ἀγαθῶν καθύπερθε.  
 δειμαίνω, μή πως ναῦν κατὰ κύμα πῆχ.  
 ταῦτά μοι ἤνιχθω κεκρυμμένα τοῖς ἀγαθοῖσιν·  
 γινώσκοι δ' ἂν τις καὶ κακός, ἦν σοφὸς ἦ.

## II.

Νόμος δὲ θνητοῖς, εἰ λόγους ἀποστρέφει,  
 ἱκέτας δέχεσθαι ποντίους ἐφθαρμένους  
 ξενία τε δοῦναι καὶ πέπλοις ἐπαρκέσαι,  
 οὐκ ἀμφὶ βουπόροισι πηχθέντας μέλη  
 ὀβελόισι νηδὺν καὶ γνάθον πλήσαι σέθεν.  
 ἄλεις δὲ Πριάμου γαῖ' ἐχέρωσ' Ἑλλάδα,  
 πολλῶν νεκρῶν πιούσα δορυπετὴ φόνον,  
 ἀλόχους τ' ἀνάνδρους γραῖς τ' ἀπαιδας ὤλεσε  
 πολλοὺς τε πατέρας. εἰ δὲ τοὺς λελειμμένους  
 σὺ συμπτύρῳσας δαῖτ' ἀναλώσεις πικράν,  
 ποῦ τρέφεται τις; ἀλλ' ἐμοὶ πιθοῦ, Κύκλωψ·  
 πάρες τὸ μάργον σῆς γνάθου, τὸ δ' εὐσεβὲς  
 τῆς δυσσεβείας ἀνθελοῦ· πολλοῖσι γὰρ  
 κέρδη πονηρὰ ζημίαν ἡμείψατο.

## III.

'Αλλ' οὐκ ἦν ταῦθ', ὥς ἔοικε, τοῖς τότε Ἀθηναίοις  
 πάτρια οὐδ' ἀνεκτὰ οὐδ' ἔμφυτα, οὐδ' ἐδυνήθη πώποτε  
 τὴν πόλιν οὐδέις ἐκ παντὸς τοῦ χρόνου πείσαι τοῖς  
 ἰσχύουσιν μὲν, μὴ δίκαια δὲ πράττουσι προσθεμένην  
 ἀσφαλῶς δουλείην, ἀλλ' ἀγωνιζομένη περὶ πρωτείων  
 καὶ τιμῆς καὶ δόξης κινδυνεύουσα πάντα τὸν αἰῶνα  
 διατετέλεκε. καὶ ταῦθ' οὕτω σεμνὰ καὶ προσήκοντα  
 τοῖς ὑμετέροις ἦθεσιν ὑμεῖς ὑπολαμβάνετε· εἶναι ὥστε  
 καὶ τῶν προγόνων τοὺς ταῦτα πράξαντας μάλιστα  
 ἐπαινεῖτε, εἰκότως. τίς γὰρ οὐκ ἂν ἀγάσαιτο τῶν  
 ἀνδρῶν ἐκείνων τῆς ἀρετῆς, οἱ καὶ τὴν χώραν καὶ τὴν  
 πόλιν ἐκλείπειν ὑπέμειναν εἰς τὰς τριῆρεις ἐμβάντες  
 ὑπὲρ τοῦ μὴ τὸ κελευόμενον ποιῆσαι, τὸν μὲν ταῦτα  
 συμβουλευσάντα Θεμιστοκλέα στρατηγὸν ἐλόμενοι,  
 τὸν δ' ὑπακούειν ἀποφηνάμενον τοῖς ἐπιταττομένοις  
 Κυρσίλον καταλιθώσαντες, οὐ μόνον αὐτὸν, ἀλλὰ καὶ  
 αἱ γυναῖκες αἱ ὑμέτεραι τὴν γυναῖκα αὐτοῦ. οὐ γὰρ  
 ἐξήτουν οἱ τότε Ἀθηναῖοι οὔτε ῥήτορα οὔτε στρατηγὸν  
 δι' οὗτο δουλεύουσιν εὐτυχῶς, ἀλλ' οὐδὲ ζῆν ἡξίου,  
 εἰ μὴ μετ' ἐλευθερίας ἐξέσται τοῦτο ποιεῖν.

## IV.

Διὸ καὶ τοὺς κατὰ δῆμους κατεσκευάζε δικαστὰς  
 καὶ αὐτοὺς ἐξήει πολλάκις εἰς τὴν χώραν ἐπισκοπῶν  
 καὶ διαλλάττων τοὺς διαφορομένους, ὥπως μὴ κατα-  
 βαίνοντες εἰς τὸ ἄστυ παραμελῶσι τῶν ἀγρῶν.  
 τοιαύτης γὰρ τινας ἐξόδου τῷ Πισιστράτῳ γιγνο-  
 μένης συμβῆναι φασὶ τὰ περὶ τὸν ἐν τῷ Ὑμηττῷ  
 γεωργούντα τὸ κληθέν Ὑστερον χωρίον ἀτελές. ἰδὼν  
 γὰρ τινα παλαιὸν πέτρας σκάπτοντα καὶ ἐργαζόμενον,  
 διὰ τὸ θαυμάσαι τὸν παλαιὸν ἐκέλευεν ἔρῃσθαι τί  
 γίνεται ἐκ τοῦ χωρίου· ὃ δ', ὅσα κακὰ καὶ ὀδύνας,  
 ἔφη, καὶ τούτων τῶν κακῶν καὶ τῶν ὀδυνῶν Πισί-  
 στρατον δεῖ λαβεῖν τὴν δεκάτην. ὃ μὲν οὖν ἄνθρωπος  
 ἀπεκρίνατο ἀγνοῶν, ὃ δὲ Πισίστρατος ἡσθεὶς διὰ τὴν  
 παρηρησίαν καὶ τὴν φιλεργίαν ἀτελεῖ ἀπάντων ἐποίησεν  
 αὐτόν.

## CHEMISTRY.

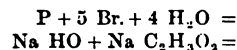
Professor Liversidge, M.A. Mr. Guthrie, F.G.S.

1. How would you prove, experimentally, that the terms combustible and supporter of combustion are convertible?

2. Describe an experiment to prove the composition of water by weight.

3. How many grammes of ammonium chloride would be required to produce a litre of ammonia gas at 20°C. and 760 mm. barometric pressure?

4. Complete the following equations, and explain what they mean—



5. What chemical changes take place during the manufacture of sodium carbonate by the ammonia process?

6. Why are arsenic, antimony, and bismuth classed together?

7. How would you separate the following substances, qualitatively, if present in a mixture, viz.:—Mercury, silver, iron, chromium, zinc, and manganese? How would you recognise the presence of nitric, nitrous, oxalic, and carbonic acids, if also present in the above mixture?

8. What chemical changes take place during the manufacture of cast iron, malleable iron, and steel?

## PHYSICS.

Professor Threlfall. Mr. J. A. Pollock, B.Sc.

Seven questions only to be attempted.

1. Explain as well as you can why an ordinary pendulum vibrates "isochronously," provided the vibrations are not very large.

An astronomical clock keeps correct time in Brisbane. It is carried to Sydney and set going, all the adjustments remaining unaltered. How will its time-keeping properties be affected?

2. What views do you hold as to the nature of heat? What reason can you give for your belief?

3. Give a general explanation of the phenomena of the rainbow.

4. If a soap bubble be blown with coal gas, it will ascend in air if free to do so. Explain exactly—

- (1) Why the bubble is round,
- (2) Why it is coloured,
- (3) Why it floats upwards.

5. How would you measure the velocity of sound, given a tuning fork of known frequency, a glass tube, a jug of water, and a clip stand?

6. Compare the phenomena of the magnetization of iron with the phenomena of the flow of an electric current in a conductor.

7. What are the laws of the electro-magnetic induction of currents?

8. Explain exactly the construction and mode of action of a secondary battery or accumulator.

9. A German silver wire of length  $l$ , and cross-section  $T$ , has a resistance of  $R$  absolute electro-magnetic units. What is the specific resistance of the material? What effect has change of temperature on resistance in (1) metals, (2) electrolytes?

10. How would you measure the specific heat of a liquid? Give full details.

## GREEK II.

Professor Scott, M.A. Mr. F. Lloyd, B.A.

1. Translate into Greek—

On that solemn day of triumph, the victor of Himera, tyrant as he was, could afford to bear himself as other than a tyrant. At such a moment he could venture to call together the whole folk of Syracuse; on that day Gelon could trust them all. He bade each man come to the assembly girded with his weapons; he alone stood among them unarmed, in no pomp of military or civic command, in the simplest garb of a citizen's daily life. Before that multitude Gelon made his full defence, his *apologia pro vita sua*. In that hour of victory and thankfulness there was no accuser; each action of Gelon's life, as he described it, was listened to with admiring shouts. The tyrant stood before them, an easy mark for a Syracusan Harmodius; but the tyrant was forgotten in the deliverer. With one shout of joy men greeted Gelon with the titles which men gave to the immortal gods; they hailed him as benefactor, as saviour and as king.

2. Translate accurately the following sentences, and write short notes on the syntax of the underlined words—

- (a) οὐ γὰρ βίανασον τὴν τέχνην ἐκτησάμην.  
 (b) ἀμαθύντατοί ἐστε ὅν ἐγὼ οἶδα Ἑλλήνων.  
 (c) οὐ φαῖλον τὸ ἔργον ἀνδρὶ οἷω σοὶ μοιρομαχῆσθαι.  
 (d) μείζους φαίσεσθε καὶ καλλίους ἢ πρόσθεν ἰδεῖν.  
 (e) ὡς μὲν νυν ἐν ἐλαχίστῳ δηλῶσαι, πᾶν  
 εἴρηται ὡς δὲ ἐν πλείονι λόγῳ δηλῶσαι, ὧδε ἔχει.  
 (f) καὶ γὰρ μετέσχεον, οἷα δὲ γιγνέ, φύον, Πυλάδης θ',  
 ὅς ἡμῶν σὺγκατείργασται τάδε.  
 (g) ὅπως δὲ τοῦτο μὴ διδάξεις μηδενί.  
 (h) οἱ ὅνοι, ἐπεὶ τις διώκει, προδραμόντες ἂν  
 εἰσπήκωνται.

3. Give rules, and quote or invent examples, (1) for the use of ἄν with infinitive and participle, (2) for the use of moods in indirect (or dependent) questions.

4. Analyse and explain the following forms: --Χαρίεσσαν, γέγαμαι, μέζων, ἄπτο, ἔσχω, ἔχει, ἐστώτος, δοῖναι.

### ENGLISH.

Professor MacCallum, M.A. Mr. A. B. Piddington, B.A.

- Describe the phases through which the English Drama had passed by the year 1587 (the date of Marlowe's Tamburlaine).
- Give some account of the state of Literature under Richard II., Charles II., George II.
- Tell what you know of the Novel in the 18th Century.
- Describe the causes and nature of the Romantic revival in Literature, mentioning the names of the principal leaders.
- What are the chief differences between Elizabethan and modern English?
- Give the history of *to* as sign of the Infinitive and of *shall* as sign of the future.
- Explain the processes of sound change shown in the following words: *Cat, kitten; noon, nun; regal, bishopric; rich; godlike, godly.*
- Analyse the following passage—  
 High on a throne of royal state, which far  
 Outshone the wealth of Ormus and of Ind,  
 Or where the gorgeous East, with richest hand,  
 Showers on her kings barbaric pearl and gold,  
 Satan exalted sat, by merit raised  
 To that high eminence; and, from despair  
 Thus high uplifted beyond hope, aspires  
 Beyond thus high; insatiate to pursue  
 Vain war with Heaven; and, by success untaught,  
 His proud imaginations thus displayed.

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### HISTORY OF ENGLAND.

Professor Wood, B.A. Professor Scott, M.A.

- Explain the nature of the conflict between the Crown and the Feudal Barons from 1066 to 1215.
- Explain the views of John Wycliffe, and show his importance in English History.
- Account for the great power possessed by the Tudor sovereigns.
- Show the influence of the Renaissance in England.
- Discuss Oliver Cromwell's claims to be considered a great statesman.
- Explain the nature of the Cabinet system of government, and sketch its growth.
- Sketch briefly the history of the competition between the nations of Europe for the possession of the New World.
- Show the influence of the French Revolution in England.

### HISTORY OF GREECE AND ROME.

Professor Scott. Professor Butler.

- Describe the most important attempts at federation among Greek states during the 5th century B.C., and account for their want of permanent success.
- "It was Pericles who overthrew the Areopagus; it was he who caused the jurors to be paid." Explain the significance of these measures, and discuss their effects.
- Draw a map showing the most important Greek colonies in South Italy and Sicily, and sketch the history of some one of them down to its inclusion in the Roman empire.
- Explain the origin, and trace shortly the history of the Athenian drama.
- How far did Roman citizenship extend (1) at the time of the Hannibalic war, (2) at the outbreak of the civil war in A.D. 49, (3) in the reign of Hadrian? In what respects were the privileges of the Roman citizen altered by the overthrow of the Republic?
- Compare the system of government of the Roman provinces with that of the dependencies of the British Empire.
- "When we review the extension of Rome's power from the conquest of Sicily to the battle of Pydna, it becomes clear that the universal empire of Rome was a result forced upon the Roman government, without, and even in opposition to, its wish." Explain and discuss this statement.
- Trace the political career of Pompeius.







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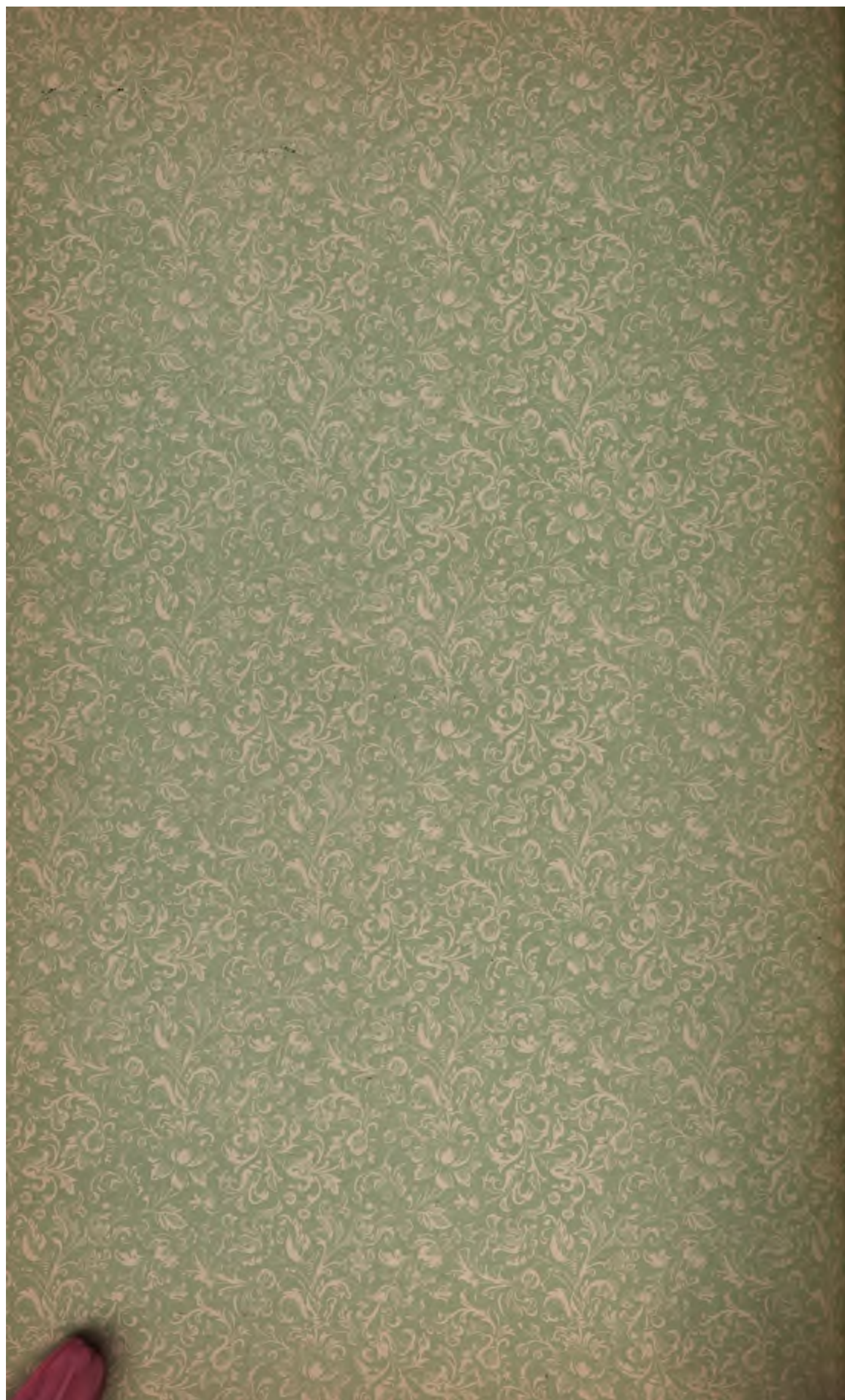
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